First Review of a Proposal to Establish a Governor’s Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades

Dr. Linda M. Wallinger, Assistant Superintendent for Instruction  
Mr. Corey McCray, Director of The Pruden Center for Industry and Technology

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cormccray@prudencenter.net

- Topic presented for information only (no board action required)
- Board review required by
- State or federal law or regulation
- Board of Education regulation
- Other: Process for Initiating a Governor’s Career and Technical Academy Approved by the Board of Education on November 29, 2007

Action requested at this meeting

Virginia is one of six states to receive a grant from the National Governors Association (NGA) Center for Best Practices to improve science, technology, engineering, and mathematics (STEM) education. The development of Governor’s Career and Technical Academies is one of the major initiatives of the grant.

Virginia’s Governor’s Career and Technical Academies are programs designed to expand options for the general student population to acquire science, technology, engineering and mathematics (STEM) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage and high-skill careers. Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. Six partnerships have been awarded grants to assist with the creation of Virginia’s first Governor’s Career and Technical Academies.
On November 29, 2007, the Board of Education approved the criteria to establish a Governor’s Career and Technical Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor’s Career and Technical Education Exemplary Standards Awards Program, in which all Career and Technical Academies must participate.

As required by the Board of Education, the State Council of Higher Education in Virginia (SCHEV) has reviewed the attached proposal and recommends that the Board approve the proposal. Staff at the Virginia Department of Education (DOE) have also reviewed the proposal in the context of the Board’s criteria. An executive summary of the proposal is contained in Attachment A. Attachments B and C contain the reports from the reviews by SCHEV and the DOE. Attachment D contains the complete proposal.

**Summary of Major Elements:**
The proposed program is a partnership among The Pruden Center, Isle of Wight County Public Schools, Suffolk City Public Schools, Tidewater Community College, government agencies, and business and industry. This partnership will ensure that the proposed academy’s practices, program offerings, and program outcomes are aligned with regional work force demands.

The proposed programs of study for the Governor’s Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades (FIRST) will include two career pathways: Interactive Media with a specialization in Geographic Information Systems (GIS) and Engineering and Technology with a specialization in Modeling and Simulation. With the implementation of this proposal, The Pruden Center will focus efforts for the 2008-2009 school year on implementing the Modeling and Simulation Support Specialist instructional program as part of the Engineering and Technology career pathway. Implementation efforts for the 2009-2010 school year will focus on GIS as part of the Interactive Media career pathway. Long-range plans include developing additional programs of study.

All FIRST instructional programs will focus on the integration of academics and career and technical education, enhanced career development and guidance services, work-based learning, industry credential opportunities, and transition agreements, thus creating a seamless transition to postsecondary education and/or high-demand, high-wage, high-skill employment. Special features include monthly STEM focus sessions, summer enrichment opportunities, career and technical student organizations (CTSO) activities, enhanced career planning and development, and adoption of a completer project model including portfolio, presentation, research paper and project components.

**Superintendent's Recommendation:**
The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the proposal to establish the Governor’s Career and Technical Academy: Fostering Innovation and Relevance through STEM and Trades (FIRST).
Impact on Resources:
The Pruden Center and its partners have already received a planning grant through Virginia’s participation in the National Governors Association’s STEM Center Grant Program. Upon approval of the partnership’s proposal by the Board of Education, the Department of Education will award an implementation grant to assist with further development of the program. The planning and implementation grant funds are available on a one-time basis only to the six partnerships that were selected through a grant competition associated with the National Governors Association’s STEM Center Grant Program. Funding beyond that available through the grant must be provided at the local level.

Timetable for Further Review/Action:
Governor’s Career and Technical Academies funded through the National Governors Association’s STEM Center Grant Program must be in operation by the beginning of the 2008-2009 academic year.
Fostering Innovation and Relevance through STEM and Trades (FIRST)
Executive Summary
May 21, 2008

Partnership Members:
The Pruden Center for Industry and Technology; Suffolk Economic Development; Tidewater Community College; Hampton Roads Research Partnership; Isle of Wight County Public Schools; Suffolk City Public Schools; Isle of Wight Chamber of Commerce; Isle of Wight Economic Development; Isle of Wight County Government; The Pruden Foundation; Sentara Obici Hospital; Starr Motor Company

Lead Entity: The Pruden Center for Industry and Technology

Fiscal Agent: City of Suffolk Public Schools

Contact Person: Mr. Corey McCray, Director
The Pruden Center for Industry and Technology
(757) 925-5651
cormccray@prudencenter.net

Academy Location: The Pruden Center for Industry and Technology
4169 Pruden Boulevard
Suffolk, VA 23434

Career Pathways: Engineering and Technology (Modeling and Simulation Support Specialist)
Interactive Media (Geographic Information Systems - GIS)

Academy Goals and Description: The program of study for the FIRST Academy includes two career pathways: Interactive Media with a specialization in Geographic Information Systems (GIS) and Engineering and Technology with a specialization in Modeling and Simulation. The Pruden Center will focus efforts for the 2008-2009 school year on implementing the Modeling and Simulation Support Specialist instructional program, as part of the Engineering and Technology career pathway. Implementation efforts for the 2009-2010 school year will focus on GIS, as part of the Interactive Media career pathway. Long-range plans include developing additional programs of study.

The FIRST Academy instructional programs will focus on the integration of academics and Career and Technical Education (CTE), enhanced career development/guidance services, work-based learning offerings, industry credential opportunities and transition agreements, thus creating a seamless transition to postsecondary education and/or high-demand, high-wage, high-skill employment.

The goals of the FIRST partnership are to:

1. Increase opportunities for students to receive rigorous academic instruction contextually as part of career and technical education program offerings.
2. Increase the emphasis on STEM career pathways through the proposed implementation of Modeling and Simulation Program Specialist and GIS instructional programs.
3. Develop individualized high school plans to ensure course selections that are aligned with student postsecondary education and career aspirations.
4. Ensure that graduates complete a college and work readiness curriculum, minimally at the level of the Commonwealth Scholars Course of Study.
5. Ensure that graduates will qualify for the Advanced Technical or Technical Diplomas.
6. Incorporate Virginia’s Workplace Readiness Skills.

**Program Highlights:**

- Dual enrollment opportunities will be available through Tidewater Community College.
- Students completing the Engineering and Technology pathway will have the option of pursuing an Associate of Science degree in Modeling and Simulation Technology at Tidewater Community College. This degree prepares students to enter the workforce, and/or transition to a baccalaureate program at Old Dominion University.
- Students completing the Interactive Media pathway will have the option of pursuing a Career Studies Certificate in Surveying and/or an Associate of Liberal Arts degree at Tidewater Community College, enabling them to transition to a baccalaureate program at Old Dominion University.
- FIRST Academy students will receive enhanced science, technology, engineering and mathematics (STEM) instruction through: contextual application/course integration, monthly STEM focus sessions, summer enrichment opportunities, career and technical student organizations (CTSO) activities and enhanced career planning/development.
- The FIRST Academy students will complete a project including a portfolio, presentation, research paper and project components. As part of completing program requirements, graduates of the FIRST Academy will achieve one or more of the following benchmarks: industry credential/certification, student portfolio, and/or transferable college credit.
- The design of the Modeling and Simulation Support Specialist I and II and GIS courses will support a variety of learning experiences such as project-based learning, simulations, and guest speaker presentations.
- The design of the Modeling and Simulation Support Specialist I and II and GIS courses will also support a variety of external workplace learning experiences such as Student Technical Internships (STIs), job-shadowing, and mentorships.
The State Council of Higher Education for Virginia

Review of Governor's Career and Technical Academy Proposal

Name of Lead Entity on Proposal: The Pruden Center for Industry and Technology

Date of Review: April 29, 2008

The State Council of Higher Education for Virginia grants approval of the FiRST (Fostering Innovation and Relevance Through STEM and Trades) Governor's Career and Technical Academy as a Governor's Career and Technical Academy.

Dr. Daniel LaVista  
Executive Director  
State Council for Higher Education  

5/1/08  
Date


State Council of Higher Education for Virginia
Governor’s Career and Technical Academies Postsecondary Curriculum Review Checklist

<table>
<thead>
<tr>
<th>Academy Name</th>
<th>Collaborating Partners</th>
<th>Total Funds Requested</th>
<th>Allocated Funds for Postsecondary Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST Governor’s Career and Technical Academy</td>
<td>Pruden Education Center (for a list of all partners, see Appendix E of the proposal)</td>
<td>$100,000</td>
<td>NA</td>
</tr>
</tbody>
</table>

Criteria

Category 1: Postsecondary Accreditation and Approvals

YES/NO

YES  Postsecondary institution is appropriately accredited

NA   Proposed postsecondary program has specialized accreditation, if applicable

YES  Proposed postsecondary program is SCHEV and/or VCCS approved

NO   Proposed postsecondary program will be seeking SCHEV and/or VCCS approval

Category 2: Governor’s Career and Technical Academy Requirements

YES/NO

YES  Evidence of a partnership with a postsecondary institution, business, or industry, and demonstrated roles for each entity

YES  Offers at least one career pathway in a field identified by a statewide authority or organization as a strategic growth area for Virginia

YES  Offers at least one career pathway addressing regional and local work force demand in a high-wage, high-skill field identified by employers and work force officials

YES  At least one of the two career pathways is in a STEM-related field
Category 3: Postsecondary/Business Component Requirements

YES/NO

YES Provides opportunities for students to earn industry credentials or state licensure, associate or baccalaureate degrees, and college credit for work-based experiences

YES Articulates with baccalaureate programs or to higher levels of training or professional credentialing

YES Demonstrates P-16 integration including curriculum development with high school, college, and university faculty (desired)

YES Includes college faculty as adjunct faculty of the academy (desired)

YES Provides opportunities for students to participate in work-based experiences

Category 4: Academic Quality

YES/NO

YES Requires appropriate postsecondary faculty qualifications

YES Requires faculty to hold industry certification, where necessary

YES Planned professional development for faculty and administrators

YES Planned systematic program and learning outcomes assessment
**Category 5: Administration and Funding**

**YES/NO**

YES  Funding is sufficient to support effective administrative and operational needs including materials, administrative personnel, and facilities

YES  Funding is sufficient to sustain faculty salaries, curriculum development costs, and instructional materials and delivery

YES  Facilities possess the necessary physical attributes to deliver the instructional program (classroom space, technology, labs, equipment)

**Comments**

The program objectives and evaluation plan are very strong. The programs to be offered are a very good match for the work force needs of the region. Emphasis on P-16 integration will contribute to the effectiveness of the academy. Collaboration between K-12 and college faculty in developing and delivering the curriculum will be critically important. Responses to additional questions from SCHEV are attached.
FIRST Governor’s Career and Technical Academy  
The Pruden Center for Industry and Technology  
April 30, 2008

Below are responses to questions posed by SCHEV. Each request for clarification is identified below in italic font, followed by a descriptive narrative outlining major points of interest.

1. *A more descriptive plan addressing how the postsecondary partners (TCC, PDCCC, and ODU) will work with the FIRST Governor’s Career and Technical Academy (FIRST Academy) and The Pruden Center for Industry and Technology (The Center).*

TCC is partnering with the FIRST Academy and The Center in a number of ways. TCC has been taking an active role in curriculum development for the proposed Modeling and Simulation Support Specialist Program. Further, FIRST Academy students will be offered dual enrollment opportunities as part of the Engineering and Technology and the Interactive Media Career Pathways. As additional programs of study are developed in other career pathway areas, TCC will serve on respective advisory boards and planning committees to ensure dual enrollment opportunities, as well as relevant curricula and programs of study.

Additionally, Paul D. Camp Community College (PDCCC) is partnering with the FIRST Academy and The Center. PDCCC currently offers dual enrollment academic courses, recommended as a component of the proposed program of studies for the Interactive Media and Engineering and Technology programs of study, to students in both cooperating districts (Isle of Wight County and Suffolk). Additionally, PDCCC is partnering with the FIRST Academy and The Center to offer enhanced STEM instruction through contextual integration activities and STEM focus sessions facilitated by adjunct professors. As additional programs of study are developed in other career pathways, PDCCC will serve on advisory boards and planning committees to ensure dual enrollment opportunities, as well as relevant curricula and programs of study.

ODU is serving in an advisory capacity to the FIRST Academy and The Center through a partnership with the Virginia Modeling and Simulation Analysis Center (VMASC). VMASC has taken an active role in program planning and curriculum development. Following program implementation, VMASC will continue to serve in an advisory capacity to ensure program and curriculum relevance. VMASC will additionally seek to enhance program instruction through providing mentorship to students, enhancing work-based learning opportunities, and providing staff development. Dr. Michael McGinnis, executive director, is currently representing VMASC in an advisory capacity to the FIRST Academy.
2. *The Advisory/Planning Committee doesn’t include anyone from Old Dominion University. Could someone be added from the 4-year institution?*

Dr. Phillip Reed, associate professor – Department of Occupational and Technical Studies, will serve as ODU’s representative on the FIRST Academy Planning Committee. Dr. Reed is not only serving in an advisory capacity, but is also facilitating the partnership of the FIRST Academy and The Center with Opportunity Incorporated.

3. *Provide a brief description of the roles and responsibilities of the teacher.*

The teacher will not only plan and deliver instruction, but will coordinate the following responsibilities:

   a. Serve as chair for the Modeling and Simulation Support Specialist Advisory Council;
   b. Identify and implement equipment, technology, and instructional resources;
   c. Work with the advisory council to develop, plan, and implement program goals and objectives, as well as evaluate program performance;
   d. Serve as a liaison to postsecondary education institutions;
   e. Identify, plan and implement experiences that enhance the instructional program (work-based learning, field trips, STEM focus sessions, STEM integration, completer project mentorship, guest speaker opportunities); and
   f. Serve as a mentor to teachers seeking to implement additional programs of study as part of the FIRST Academy.

4. *Provide a budget narrative breakdown of items 3 and 8 in the budget – the $40,000.00 for contractual services and the $10,000.00 for the same.*

The FIRST Academy will require extensive services in the areas of marketing/promotions, Web site development/maintenance, informational materials, and consultation in regards to STEM instructional facilitation. A brief description of planned expenditures is outlined below:

<table>
<thead>
<tr>
<th>Purchased/Contractual Services</th>
<th>$40,000.00</th>
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<tbody>
<tr>
<td>Marketing/Promotions</td>
<td>$25,000.00</td>
</tr>
<tr>
<td>(Includes Web site development and maintenance, billboards, radio and television announcements, brochures, informational materials, and other media as appropriate.)</td>
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</tbody>
</table>
STEM Facilitation Services $15,000.00
Includes services of STEM resource specialist(s). The STEM resource specialist(s) will assist teachers in implementing STEM (science, technology, engineering, and mathematics) course components including contextual integration, STEM focus sessions, and the various components of the completer project model.

**Contracted Services** $10,000.00

Curriculum Development $6,000.00
(Includes development of STEM integration lessons, as well as development of format for STEM focus sessions and the completer project model.)

Consultation $4,000.00
(Includes consultation and/or service fee agreements for computer software, instructional resources, equipment selection/installation, and other requirements best suited for program needs.)
Title of Proposal: Governor’s Career and Technical Academy for Fostering Innovation and Relevance Through STEM and Trades (FIRST)

Lead Entity for Proposal: The Pruden Center for Industry and Technology

Date of Review: April 21, 2008
Virginia Department of Education
Governor’s Career and Technical Academy
Proposal Review Checklist

I. Partnership Capacity

Partnerships desiring to implement a Governor’s Career and Technical Academy shall provide the Department of Education with evidence of the following:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. An active, ongoing planning committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity. At a minimum, members must represent K-12 education (superintendent or designee), higher education, and business and industry. All partners must be represented on the committee.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>B. An advisory committee, including a list of members and signed certifications from each that they are willing and able to serve in that capacity.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>C. A written memorandum of agreement among school divisions, local businesses, postsecondary institutions, and any other partners that outlines ways in which community resources will contribute to the Governor’s Career and Technical Academy to broaden the scope of students’ educational experiences.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### II. Need/Rationale for the Academy

**Participating entities** desiring to implement a Governor’s Career and Technical Academy shall provide the Department of Education with evidence of the following:

<table>
<thead>
<tr>
<th>Criteria</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A. Demonstration of the need/rationale for the Academy. This statement should be concise and state the major reasons to have a Governor’s Career and Technical Academy, including need at the state, local and/or regional levels.</td>
<td>X</td>
<td>Very clear documentation presented at the national, state and regional levels.</td>
</tr>
<tr>
<td>B. A description of the enhanced or additional offerings in science, technology, engineering, and/or mathematics (STEM) that will meet the need described above.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

- A statement of assurances that the Governor’s Career and Technical Academy Planning Committee has reviewed provisions of *Administrative Procedures Guide for the Establishment of Governor’s Career and Technical Academies* and agrees to follow the guidelines set forth in the document (see appendix).

- A statement of assurances that, if applicable, an ongoing Governing Board will be established to reflect current Board of Education regulations relative to jointly operated schools and programs (see appendix).
III. Program Description

Each Governor’s Career and Technical Academy planning committee shall develop cooperatively with local school divisions, business, community, and higher education partners and have available for review and dissemination, a program description that includes:

A. A statement of program goals addressing the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Rigorous academic content in career and technical instruction;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. An emphasis on STEM career pathways;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Individualized high school plans to ensure course selections that are aligned with students’ transition and career goals after high school;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Evidence that graduates will complete a college and work readiness curriculum, minimally at the level specified for Commonwealth Scholars Course of Study (State Scholars Core) with the possibility of pre-approved substitution of equivalent courses where there may be more relevant course selections for a particular career pathway;</td>
<td>X</td>
<td>4/21/08 Is honors biology the same as the dual enrollment biology?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4/22/08  This point was clarified to explain that honors biology is a prerequisite for AP biology/dual enrollment. The AP was originally omitted from the proposal but has been added.</td>
</tr>
</tbody>
</table>
### B. A statement of program objectives and performance measures to:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Improve academic achievement of Academy students;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Increase completion of dual enrollment courses;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Provide workplace readiness experiences for students through strong partnerships with businesses;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Increase high school graduation rates;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Reduce dropout rates;</td>
<td>X</td>
<td></td>
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<tr>
<td>6. Increase enrollment and retention in postsecondary education;</td>
<td>X</td>
<td></td>
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<tr>
<td>7. Increase the proportion of students completing a college and workplace ready curriculum in high school;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8. Reduce the proportion of students requiring remediation in college;</td>
<td>X</td>
<td></td>
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<tr>
<td>9. Increase the number of graduates employed in high-wage, high-demand and high-skill careers.</td>
<td>X</td>
<td></td>
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</tbody>
</table>
When considering the SOL scores it may make the data stronger if you also collect the science scores.

### C. A brief description of the proposed program, including:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site location;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Number of students to be served;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grade levels;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>General curriculum design;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>List of courses to be delivered;</td>
<td>X</td>
<td>4/21/08 Seventh-grade engineering courses are not listed.</td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>4/22/08 The courses have been added to the proposal.</td>
</tr>
<tr>
<td>Description of how/where the courses will be delivered. Courses may be delivered on a high school, technical center or community college campus, online, or in other innovative ways; and</td>
<td>X</td>
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</tr>
<tr>
<td>Designation of full-day or part-day, academic-year program.</td>
<td>X</td>
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</tbody>
</table>

Comments:
D. Evidence of participation in the Governor’s Exemplary Standards Award Program for Career and Technical Education

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Full</td>
<td>Partial</td>
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<tr>
<td>X</td>
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</tbody>
</table>

Comments:

E. Program and course descriptions

E.1. At least two well-articulated career pathways must be included that meet the following criteria:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Pathway #1: Engineering and Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor’s and graduate levels. These pathways may be in the same or different career clusters.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Criteria</td>
<td>Documentation</td>
<td>Comments</td>
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</tr>
<tr>
<td>b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology</td>
<td>Full</td>
<td>Partial</td>
</tr>
<tr>
<td>c. Must address regional and local workforce demand in a high-wage, high-skill field as identified by employers and workforce officials.</td>
<td>Full</td>
<td>Partial</td>
</tr>
<tr>
<td>d. At least one pathway must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or state.</td>
<td>Full</td>
<td>Partial</td>
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<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Pathway #2: Interactive Media</td>
<td>Full</td>
<td>Partial</td>
</tr>
<tr>
<td>a. Each career pathway must include opportunities to earn industry credentials, postsecondary certificates, diplomas or associate degrees while in high school and pursue additional industry credentials and academic degrees at the associate, bachelor’s and graduate levels. These pathways may be in the same or different career clusters.</td>
<td>Full</td>
<td>Partial</td>
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<tr>
<td>Criteria</td>
<td>Documentation</td>
<td>Comments</td>
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<tr>
<td>b. Must be in a field identified by a statewide authority or organization, such as the Virginia Economic Development Partnership or the Virginia Research and Technology Advisory Commission, as a strategic growth area for Virginia. Examples include biosciences, information technology, automotive technology and motor sports, as well as modeling and simulation and nanotechnology, or</td>
<td>X</td>
<td></td>
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<tr>
<td>c. Must address regional and local work force demand in a high-wage, high-skill field as identified by employers and work force officials.</td>
<td>X</td>
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<tr>
<td>d. Of the two pathways described, at least one must be in a STEM-related field. This career pathway should drive the innovative capacity of the region and/or the state.</td>
<td>X</td>
<td></td>
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<tr>
<td>e. Additional career pathways may address one of the areas described above, or an area identified by the partnership as an area of interest, growth, or expansion for students in the service area of the Academy.</td>
<td></td>
<td>No additional pathways are included in this proposal.</td>
</tr>
</tbody>
</table>

Comments:
E.2 List of all requirements for successful program completion.

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Full</td>
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<tr>
<td>Partial</td>
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<tr>
<td>None</td>
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<td>X</td>
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</table>

Comments:

E.3 Academy graduates must achieve one or more of the following benchmarks:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Earn one or more industry certifications or state occupational licenses, and/or demonstrate</td>
<td>X</td>
<td>The charts included on p. 22 are very clear and provided excellent information about the industry certifications.</td>
</tr>
<tr>
<td>demonstration competencies on an assessment instrument recognized by postsecondary institutions such as CLEP examinations, collaboratively designed or mutually approved end-of-course tests, college placement tests, or student portfolios reviewed by a team of college and high school faculty; or</td>
<td></td>
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<tr>
<td>b. Earn at least 9 transferable college credits as defined in the Early College Scholars program (includes dual enrollment, AP and other options); or</td>
<td></td>
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<tr>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>c. Earn an Associate Degree.</td>
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Comments:
E.4 Significant work-based experience must be included representing additional instruction or training beyond the classroom such as:

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<tbody>
<tr>
<td>a. Cooperative Education; or</td>
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<tr>
<td>b. Internships; or</td>
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<tr>
<td>c. Job Shadowing; or</td>
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<tr>
<td>d. Mentorships; or</td>
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<tr>
<td>e. Project-based learning; or</td>
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<tr>
<td>f. Service learning; or</td>
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<tr>
<td>g. A combination of the above.</td>
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Comments:

F. Length of program and daily schedule: Governor’s Career and Technical Academies are defined by program content, not by the location or delivery system of courses. Evidence of the following must be submitted:

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<tr>
<td>Designation of full-day or part-day, academic-year program.</td>
<td>X</td>
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Comments:
G. Assurance from the fiscal agent that operating funds and facilities are available to support the Governor’s Career and Technical Academy and are adequate to meet the needs of the program

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Comments:

H. Materials and equipment to be provided to accomplish program goals and objectives.

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Comments:

I. Evidence of an internal evaluation process to effect program improvement, including:

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<td>3.</td>
<td>Full</td>
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Comments:
IV. Administrative Procedures

Each Governor’s Career and Technical Academy must develop and maintain procedures developed cooperatively with participating partners. There should be evidence of procedures in the four areas that follow.

A. Partnerships - The role of business and industry, public school divisions, and postsecondary institutions in the partnership. The role of workforce and economic development entities should also be included if they are among the partners.

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Comments:

B. Student recruitment, selection criteria, and admissions.

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Comments:

C. Code of student conduct and attendance.

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<td>Full</td>
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Comments:
D. Transportation provided by the school division or consortium that is in compliance with all applicable federal and state regulations.

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<th>Documentation</th>
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<tr>
<td>Full Partial None</td>
<td>X</td>
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Comments:

E. Staff recruitment, selection, and assignment - The Governor’s Career and Technical Academy shall hire staff members who meet the Virginia teacher licensure requirements and/or postsecondary faculty qualifications. Where applicable, they must have industry-specific education with training and experience, including industry certification.

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<tbody>
<tr>
<td>Full Partial None</td>
<td>X</td>
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Comments:

F. Staff development - The program will provide appropriate staff training in addition to staff planning time.

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<tr>
<td>Full Partial None</td>
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Comments:

The Web site on p. 26 linking to qualifications was helpful.
**G. Staff evaluation – Staff will be evaluated according to the human resources policies of the agency or institution employing Academy personnel.**

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Comments:

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**H. Parent, student and community involvement**

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<thead>
<tr>
<th>Criteria</th>
<th>Documentation</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1. Preparation for entering the Academies should begin by eighth grade.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Students, parents, teachers, and counselors should work collaboratively to:</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>a. Complete career interest inventories;</td>
<td></td>
<td></td>
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<tr>
<td>b. Prepare academic and career plans outlining an intended course of study in high school;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>c. Review multiple postsecondary pathways and the steps required to pursue them;</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>d. Participate in career assessments to identify areas students should strengthen to qualify for their selected pathways; and</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>e. Discuss available diplomas, seals, and other recognitions including admission to specialized programs such as Governor’s Academies.</td>
<td>X</td>
<td></td>
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</tbody>
</table>

Comments:
I. Documentation of Insurance, budget and other fiscal information

<table>
<thead>
<tr>
<th>Documentation</th>
<th>Full</th>
<th>Partial</th>
<th>None</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Insurance</td>
<td>X</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Budget (from appendix)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Budget Narrative</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>Other</td>
<td></td>
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Comments:
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Introduction

The Pruden Center for Industry and Technology (The Center) is a regional career and technical education center located in Suffolk, serving students from Isle of Wight County and the City of Suffolk. The Center is owned, funded and operated by the school divisions it serves. There are five feeder high schools - two in Isle of Wight County and three in the City of Suffolk. The Center is governed by a joint board, The Joint Committee for Control (JCC). Membership on the committee includes both school division superintendents and representation from each division’s school board. The Center serves a maximum capacity of 580 students in grades 11 and 12, offering 13 Career and Technical Education (CTE) programs: auto-service technology, auto-collision repair, industrial welding, utility/heavy construction, building trades, veterinary assistant, emergency medical technician, cosmetology, oracle, certified Internet Webmaster, PC technology, culinary arts and nurse aide. The Center additionally houses a vocational assessment center, a WorkPlus Academics GED-PREP program and a comprehensive adult education program offering basic academic skills and CTE courses.

Isle of Wight County and the City of Suffolk are part of the Hampton Roads Region and Workforce Investment Area XVI. The area enjoys an abundance of natural resources, civilian and military industry, transportation and distribution centers, and educational venues. As a result of these factors, the area is emerging as a technological hub for the modeling and simulation and Geographic Information Systems (GIS) industries, with ample employment opportunities and training program options at the associate, baccalaureate, and graduate levels. The Center strives to capitalize on this expansion of technology and meet anticipated employment needs for the region by creating programs of study designed to prepare students to enter high-wage, high-demand and high-skilled occupations in the aforementioned career fields.

The programs of study for the Fostering Innovation and Relevance through STEM and Trades (FIRST) Governor’s Career and Technical Academy include two career pathways: Interactive Media with a specialization in GIS and Engineering and Technology with a specialization in modeling and simulation. The Center will focus
efforts for the 2008-2009 school year on implementing the Modeling and Simulation Support Specialist instructional program as part of the Engineering and Technology career pathway. Implementation efforts for the 2009-2010 school year will focus on GIS as part of the Interactive Media pathway. These two instructional programs will focus on integration of academics and CTE, enhanced career development and guidance services, work-based learning, industry credential opportunities, and transition agreements, thus creating a seamless transition to postsecondary education and/or high-demand, high-wage, high-skill employment.

Following the implementation of both the Engineering and Technology and Interactive Media pathways, The Center will address regional employment demand through the planning and implementation of additional career pathways and programs of study. An outline of the implementation plan for the FIRST Academy initiative is included in Appendix A.

Programs of study for FIRST Academy students enrolled in each career pathway will provide enhanced science, technology, engineering and mathematics (STEM) instruction through several avenues including contextual application and course integration, monthly STEM focus sessions, summer enrichment opportunities, career and technical student organization (CTSO) activities, enhanced career planning and development, and adoption of a completer project model which includes a portfolio, presentation, research paper and project components.

The enhanced opportunities will be planned by pathway advisory councils. Each pathway advisory council will include representation from business and industry, postsecondary education, and the academic and technology areas. The resulting councils will not only ensure relevant curricula, contextual integration of academic and technical concepts, teacher development, work-based learning experiences, educational opportunities, state-of-the-art equipment, and mentorships for students, but also ensure that The Center’s practices, program offerings and program outcomes are in alignment with regional workforce demands.

Implementation of the FIRST Academy as part of The Center’s instructional program is a natural step toward representing the organization’s mission and moving toward The Center’s vision. The mission is to provide students with career opportunities
designed to promote personal and professional development, lifelong learning experiences and enhanced quality of life via career and technical instruction in preparation for integration into the global economic community. To this end, it is the vision of The Center to provide a rigorous program of studies, which prepares students for success in a global economy through the attainment of high standard credentials, workplace readiness skills and applied learning.
Rationale

National, State and Local Need

Isle of Wight County and the City of Suffolk are part of the Hampton Roads Region and Workforce Investment Area XVI. The area enjoys a variety of natural resources including the Great Dismal Swamp, the Chesapeake Bay, numerous rivers and watershed areas, the Atlantic Ocean, fertile farm land, and timber.

The area also enjoys an abundance of industry. Major areas of industry include: construction, manufacturing, retail trade, transportation, finance, professional and technical services, administrative and waste services, health care and social assistance, accommodations and food services, and government.

The Hampton Roads area is emerging as a transportation and distribution hub for the east coast. The Portsmouth Marine Terminal, Norfolk Southern Railroad, several retail distribution centers, and the Norfolk International Airport are included among numerous transportation and distribution venues in the area.

The Hampton Roads area also is home to various military installations, including Little Creek Amphibious Base, Norfolk Naval Base, Langley Air Force Base, and Oceana Naval Air Station. These installations positively impact the economy in several ways. The area’s fluctuating population impacts retail trade, as well as accommodations and food services. Additionally, these bases impact industrial development. Lockheed-Martin, Norfolk Naval Shipyard, Northrop Grumman Shipbuilding and various private contractors enjoy strong relationships with the armed forces, thus impacting repair, building and design-related occupations.

The Hampton Roads area is additionally experiencing a population surge, which is mirrored in both school divisions. The population between 2000 and 2010 for Isle of Wight County is expected to increase by 24.02 percent. The population in Suffolk is expected to increase by 46.11 percent between 2000 and 2010. The population growth in the area places huge demands on civil infrastructure including emergency response, transportation, evacuation, housing, service venues, public utilities, and local government.

The addition of the Modeling and Simulation Support Specialist instructional
program will not only prepare students for entry into a STEM-related pathway driving the economic capacity of the region and state, but also ensure that a highly skilled work force is in place to address the infrastructure concerns and design needs of the region. Modeling and simulation technicians are needed in agriculture, civil engineering, the medical profession and industry.

Employment prospects for engineering technicians skilled in modeling and simulation are great. The modeling and simulation industry is responsible for adding 413 million dollars into the region’s economy and has created over 4,000 jobs with salaries twice the national average.

Additionally, the growth prospects for GIS-related occupations are great. Occupational statistics from the Virginia Economic Development Partnership demonstrate the huge regional demand for workers skilled in this area. The number of workers employed as surveying and mapping technicians totals 520 for Region XVI. An additional 460 workers are employed as surveyors and another 200 as cartographers. The region’s statistics in these areas are surpassed only by the Northern Virginia region. GIS employees are needed to assist in site development, urban planning, surveying, transportation planning, public works, and homeland security. Additionally, GIS applications are critical to preserving the region’s natural resources. GIS applications enable specialists to predict the future impact of civil actions and environmental concerns on land, plant life, the ocean, and wildlife.

Resources available to support the FIRST partnership are plentiful. The Virginia Modeling, Analysis, and Simulation Center (VMASC), a multidisciplinary collaboration of 100 education, government and industry members, is located in northern Suffolk. VMASC is working hard to address barriers to further economic development in the region, not only by training employees to assume high-wage, high-demand careers, but also by conducting research to address current threats to regional infrastructure in regards to public transportation, crowd modeling, critical infrastructure modeling, and mass casualty planning. Further, the Hampton Roads Research Partnership (HRRP), a consortium of seven academic partners, laboratories and a research institute, is located in the region. The HRRP is working with local universities and industry to address the region’s economic issues by increasing per capita income, reducing reliance on the
military, and stopping outmigration. The HRRP currently holds as a critical focus the areas of modeling and simulation and sensors (GIS). These initiatives, along with Hampton Roads’ evolution as a military, health care and maritime distribution center, have positioned the region as a center for sophisticated simulations and computer exercises, as well as geospatial technology for military and commercial applications.

National, regional and local employment trends demonstrate the critical importance of training a work force to assume high-demand, high-skill, high-wage jobs in the engineering and technology and the interactive media pathways. Trends are outlined below.

**National**

- The Virginia Employment Commission (VEC) projects a 28.4 percent increase in Professional and Technical Services occupations nationally.
- STEM workers earned about 70 percent more than the national average in 2005 according to the Bureau of Labor Statistics. Every major group of STEM-related occupations (Engineers, Technology Occupations, Drafters/Engineering/Mapping Technicians) enjoys overall median earnings that are above the national average for all occupations. Higher than average earnings often reflect a strong demand for workers.
- Overall employment of surveyors, cartographers, photogrammetrists, and surveying and mapping technicians is expected to increase by 21 percent. This rate reflects a “much faster than average growth” for all occupations.
- The OOH cites that the primary age group, 25-54 years of age, is expected to decline by 3.8 percent through 2016. The number of workers in the 55 and older age group is expected to increase by 5.9 percent through 2016. The aging and subsequent retirement of “baby boom” era workers will ultimately result in a shortage of qualified workers.

**State**

- The Virginia Research and Technology Association has targeted growth in modeling and simulation methods as a strategic goal.
- The VEC projects an increase of 26 percent in employment opportunities for Engineering and Related Services occupations for the Hampton Roads Region.
- The Virginia Employment Commission (VEC) projects a 28.4 percent increase in Professional and Technical Services occupations.
Local

- The VEC projects an increase of 34.7 percent in employment for Professional and Technical Services for the Hampton Roads Region.
- In a recent study sponsored by the Hampton Roads Planning District Commission and Old Dominion University, 2009 employment for the modeling and simulation industry is projected to equal 6,852 jobs and economic output is projected to be 783.8 million. These statistics point to a 70 percent increase in employment and an 89 percent increase in economic output of the five year period of the study.

The FIRST partnership will provide a unique opportunity for two divisions to collaborate in an effective and resourceful manner to further diversify their local economies. The FIRST Academy will position The Center and the surrounding region to take advantage of the opportunity to create employees for high-demand jobs and to stimulate economic growth.

FIRST Partnerships

Effective partnerships between The Center and cooperating school divisions, postsecondary education institutions, government agencies, and business/industry will be a critical component of the FIRST Academy. The FIRST partners are committed to moving The Center and the FIRST Academy toward the organizations’ vision of providing students with a rigorous program of studies, which prepares them for success in a global economy through the attainment of high standards credentials, workplace readiness skills, and applied learning. To this end, partners are dedicated to ensuring effective planning, efficient implementation and the comprehensive evaluation and subsequent revision of the FIRST Academy.

Planning Committee

The FIRST Planning Committee will function not only in a planning capacity, but will continue to function throughout the implementation of the proposed FIRST Academy initiative. The FIRST Planning Committee will uphold the goals of broadening the scope of students’ educational experiences and ensuring that programs of study are
aligned with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

FIRST Planning Committee responsibilities include:
1. Developing relevant curricula and programs of study;
2. Identifying and procuring instructional resources, professional development, facilities and equipment;
3. Assisting in the identification and implementation of experiences to enhance the instructional program; and
4. Assisting in the development of dual enrollment course agreements, industry certification, STEM curriculum integration, work-based learning opportunities and employment opportunities for program completers.

FIRST Planning Committee members are identified in Appendix C. Signed partner identification forms are included to document the commitment of members to move The Center and the FIRST Academy strategically toward the organizations’ vision.

Advisory Council

The FIRST Advisory Council membership is composed of the following representatives: cooperating school district curriculum specialists, cooperating district economic development agencies, postsecondary education, and a representative from each of the career clusters offered as part of The Center’s instructional program. There will be two additional seats on the FIRST Advisory Council reserved for a parent and student. These positions will rotate to ensure relevant parent and student feedback. The role of this council will be to ensure that FIRST Academy program offerings are aligned with work force demand, industry trends, and student interest. To this end, the council will be actively involved in planning, implementing, and evaluating initiatives.

FIRST Advisory Council members are identified in Appendix D. Signed advisory council identification forms are included to document the commitment of members to move The Center and the FIRST Academy strategically toward the organizations’ vision.
Memoranda of Agreement

The staff, students, community and local work force have benefited from the strong partnerships between The Center and local business/industry, governmental agencies, cooperating school divisions, postsecondary educational institutions, and other valued stakeholders. The Center will build on this foundation of effective partnerships to ensure the effective and efficient implementation of the FIRST Academy. The FIRST Academy is already realizing the potential of new partnerships in the exciting program of studies that has evolved for the Modeling and Simulation Support Specialist program. As a result of strong partnerships, FIRST Academy students will enjoy contextual and work-based learning opportunities, pathways to industry credentials, relevant curriculum, and opportunities for earning dual credit.

The Memorandum of Agreement outlines the responsibilities of both The Center and the partners in planning, establishing and maintaining an effective instructional program. Each agreement outlines a one-year commitment on behalf of each partner and the cooperating agency to support the FIRST Academy. The agreements will be updated annually to reflect program needs. The Center will work to maintain current partnerships and seek out new partnerships to enhance the program.

Signed Memoranda of Agreement forms are included in Appendix E to document the commitment of partners to move The Center and the FIRST Academy strategically toward the organizations’ vision.

Statement of Assurances

The FIRST Planning Committee has reviewed the provisions of the Administrative Procedures Guide for the Establishment of Governor’s Career and Technical Academies and agrees to follow the guidelines as set forth in the guide. Corey McCray, Director of The Center, has signed as the authorized representative of the FIRST Planning Committee. A copy of the signed Statement of Assurances is included for documentation purposes in Appendix F.
Fiscal Agent

The Superintendent of Suffolk Public Schools has identified the district’s commitment to serve as Fiscal Agent to the FIRST Academy. The Executive Director of Finance will serve to receive and administer grant funds under the direction of the partnership director. A copy of the signed Grant Recipient Lead Agency and Fiscal Agent Certification is included for documentation purposes in Appendix G.

Program Description

Program Goals

The proposed FIRST Academy will address goals as outlined in the Virginia Board of Education Criteria for Governor’s Career and Technical Academies. Each goal is identified below, accompanied by a concise narrative outlining implementation strategies.

1. Increase opportunities for students to receive rigorous academic instruction contextually as part of career and technical education program offerings.

Programs of study for FIRST Career and Technical Academy students will provide enhanced STEM instruction through several avenues: contextual application/course integration of academic concepts, STEM focus sessions, summer enrichment opportunities, and adoption of a completer project model including portfolio, presentation, research paper and project components.

2. Increase the emphasis on STEM Career Pathways through the proposed implementation of the Modeling and Simulation Program Specialist and Geospatial Technology (GIS) instructional programs.

Plans for the FIRST Academy include the adoption of a Modeling and Simulation Support Specialist program as part of the Engineering and Technology pathway during the 2008-2009 academic year. Plans additionally include adoption of a GIS program as part of the Interactive Media pathway during the 2009-2010 academic year. Based upon students’ career interests, the respective programs will enable students to consider the
application of modeling and simulation and GIS to agriculture, transportation, engineering, and industrial and construction-related fields, thus affording students a variety of personalized, contextual experiences and career options.

3. **Develop individualized high school plans to ensure course selections that are aligned with student’s postsecondary education and career aspirations.**

The proposed FIRST Academy aspires to provide students with enhanced career development. To address the challenge of coordinating career development activities with five feeder high schools and six feeder middle schools, The Center will reconfigure the responsibilities of the Business/Industry Liaison. This position is filled by a licensed school guidance counselor who will coordinate career development activities with feeder schools. These activities include the recruitment, career planning, career assessment, and postsecondary transition activities.

Beginning in 7th grade, students will be offered exploratory CTE experiences. They will also be assessed with interest and aptitude instruments, and then counseled on a career plan. This early effort will ensure that students are prepared to enter high school with a challenging program of academic and career studies aligned to postsecondary goals. At the culmination of 8th grade, students, parents and counselors, will collaborate to develop a Career Development Plan (Appendix H), outlining course selections respective to career and postsecondary goals (Commonwealth Scholars Course of Study, Technical and Advanced Technical Diploma).

Students will work with counselors during the 9th grade to enhance their Career Development Plans through the integration of planned work-based learning experiences, volunteer opportunities, extra-curricular activities and development of a postsecondary plan. The postsecondary component of the Career Development Plan will outline related work experience, college entrance requirements, dual enrollment/articulated credit options and selection of postsecondary education avenues.

During grades 9 and 10, recruitment activities for the proposed FIRST Academy will continue, including program-specific opportunities for summer institutes, field trips, tours, seminars, STEM focus sessions, comprehensive career counseling and job-shadowing. Additionally, students will complete preliminary CTE pathway courses
during grades 9 and 10. During the second semester of the 10th grade, students will establish career portfolios, develop the postsecondary components of their career plans, complete necessary CTE and academic prerequisites, and apply to the academy.

4. Ensure that graduates complete a college and work readiness curriculum, minimally at the levels of Commonwealth Scholars Course of Study.

5. Ensure that graduates will qualify for the Advanced Technical or Technical Diploma respective to career and postsecondary goals.

Career Development Plans will be created at the end of 8th grade and will be modified annually to reflect students’ changing career interests and academic progress. Career Development Plans will not only outline a sequence of academic courses aligned with the Advanced Studies Diploma, Commonwealth Scholars Course of Study, or the Standard Diploma, but will additionally include academic electives and a CTE career pathway (two or more related CTE credits), enabling students to qualify for the Advanced Technical or Technical Diploma. During the second semester of 10th grade, students will establish a career portfolio, develop the postsecondary components of their Career Development Plans and complete necessary CTE and academic prerequisites for planned college entrance at the baccalaureate level (Advanced Technical Diploma) or the community/technical college level (Technical Diploma). These steps will make students eligible to apply to the academy.

6. Incorporate Virginia’s Workplace Readiness Skills.

The proposed FIRST Academy will contextually address Virginia’s Workplace Readiness Standards and Virginia’s All Aspects of Industry formally as part of curriculum delivery, and informally through enhancement activities such as summer enrichment opportunities, STEM focus sessions, and CTSO activities. Student attainment of Virginia’s Workplace Readiness Skills will be measured by the National Occupational Competency Testing Institute (NOCTI) – Virginia’s Workplace Readiness Standards Assessment.
Program Objectives and Performance Measures

The FIRST Academy will address the program objectives outlined in the Virginia Board of Education’s Criteria for Governor’s Career and Technical Academies. The FIRST Academy will use varied measures to assess overall FIRST Academy performance and pathway performance. Each year FIRST Academy student data will be disaggregated and studied to determine improvement in both FIRST Academy and program area/pathway performance. Each objective is identified below, accompanied by a concise narrative outlining performance measures for ensuring that program objectives are met.

1. Improve academic achievement of academy students.

Academic progress of FIRST Academy students will be assessed through two measures: The Community College Placement Test and SOL Score Comparison.

Community College Placement Test

Pre-test and post-test score comparison on an accepted community college placement test (ASSET, COMPASS, ACCUPLACER) will be used to determine academic gains for FIRST Academy students. Students will complete pre-testing within six weeks of entry into the FIRST Academy program and will complete post-testing within the six weeks prior to program completion. Scores for the implementation year will be compiled for program completers to determine a baseline for mathematics, reading, and writing (percent gain). Compiled scores for subsequent years will be compared to the baseline data to determine academic gain of students. An annual benchmark for improvement has been set at 5 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

SOL Score Comparison

SOL mean scores for FIRST Academy program completers will be compiled for the 2009-2010 school year to determine a baseline for Algebra I, Geometry, Algebra II, 11th Grade Reading, 11th Grade Writing, Biology and Chemistry. Compiled scores for subsequent years will be compared to the baseline to determine academic gain of
students. Annual benchmarks set for the cooperating school divisions in regards to No Child Left Behind (NCLB) measures will be used to determine academic gains of FIRST Academy students.

2. Increase opportunities for students to earn articulated and dual enrollment postsecondary credit, preparing them for successful entry into high-wage, high-demand, high-wage employment.

   FIRST Academy students will have opportunities to earn articulated and dual enrollment credit. Attainment of college credit through dual enrollment and/or articulation will be assessed through annual data analysis and comparison.

   The number of FIRST Academy students earning dual enrollment credit, or meeting articulated credit criteria will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains in regards to college credit earned. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

3. Increase opportunities for students to participate in workplace experiences as a result of strong partnerships with business/industry.

   FIRST Academy students will have opportunities to participate in workplace readiness experiences including supervised technical internships (STIs), external instruction, job-shadowing, mentorship, project-based learning and contextual instruction opportunities such as projects/simulations, field trips and guest speakers.

   Strong partnerships with business/industry will be critical for students to be afforded the opportunity to experience workplace readiness activities. Partnerships with business/industry will be assessed annually to determine the following criteria for the
FIRST program:

a. The number of partnerships;
b. The quality of the partnerships;
c. The percentage of academy students who have experienced each of the various components of workplace readiness activities; and
d. Critical improvement goals.

The number of FIRST Academy students participating in workplace readiness activities will be compiled for the 2008-2009 school year to determine a baseline percentage for each category previously outlined. Compiled percentages for subsequent years will be compared to the baseline to determine gains. An annual benchmark for improvement has been set at 10 percent for the number of partnerships and a benchmark of 100 percent will be the annual goal in regards to the number of students participating in one or more components of work-based learning. Benchmarks will be reviewed and modified as necessary as part of the internal evaluation process.

4. Increase high school graduation rates.

   Attainment of a high school diploma for academy students will be assessed through annual data analysis and comparison.

   The percentage of FIRST Academy students earning a high school diploma will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains. A benchmark of 100 percent will be the annual goal. Benchmarks will be reviewed and modified as necessary as part of the internal evaluation process.

5. Reduce dropout rates.

   Dropout percentages for FIRST Academy students will be assessed through annual data analysis and comparison.

   The dropout percentage for FIRST Academy students will be compiled for the 2008-2009 school year to determine a baseline rate. Subsequent years’ data will be compared to the baseline to determine reductions. Annual benchmarks set at the cooperating school divisions will be used to determine gains in regards to the dropout
rate of FIRST Academy students.

6. Increase enrollment and retention in postsecondary education.

   Enrollment and retention in postsecondary education for FIRST Academy students will be assessed through annual data analysis and comparison of the Completer Demographics Follow-up Survey.

   The percentage of FIRST Academy students who have entered and completed their freshman year of college will be compiled for the 2008-2009 school year to determine a baseline rate. Compiled rates for subsequent years will be compared to the baseline to determine gains. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

7. Increase the percentage of students completing a college and workplace readiness curriculum.

   Data regarding the diploma type of program completers will be collected, disaggregated and analyzed.

   The percentage of FIRST Academy students earning a Technical or Advanced Technical Diploma for the 2008-2009 school year will be computed to determine a baseline score. Percentages for subsequent years will be compared to the baseline to determine gains. A benchmark of 100 percent will be the annual goal. Benchmarks will be reviewed and modified as necessary as part of the internal evaluation process.

8. Reduce the proportion of students requiring remediation in college.

   Academic remediation rates of FIRST Academy students will be assessed through performance on an accepted community college placement test (ASSET, COMPASS, and ACCUPLACER). Performance will outline enrollment criteria for postsecondary remedial classes. FIRST Academy students will complete testing during the six weeks prior to program completion. Percentages of students placed in remedial courses for the implementation year will be compiled for program completers to determine a baseline for mathematics, reading, and writing. Compiled scores for subsequent years will be
compared to the baseline to determine academic gain of students. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

9. *Increase opportunities for students to earn industry credentials, preparing them for entry into high-wage, high-demand, high-skill employment.*

FIRST Academy students will have opportunities to earn industry credentials. Attainment of industry credentials for academy students will be assessed through annual data analysis and comparison.

The number of FIRST Academy students earning industry credentials will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains in regards to certifications earned. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.

10. *Increase the number of graduates employed in high-wage, high-demand and high-skill careers.*

Placement in high-demand, high-wage, high-skill employment for FIRST Academy students will be assessed through annual analysis and comparison of data collected during administration of the Completer Demographics Follow-up Survey.

The percentage of FIRST Academy students who have entered high-demand, high-wage, and high-skill employment will be compiled for the 2008-2009 school year to determine a baseline score. Compiled scores for subsequent years will be compared to the baseline to determine gains. An annual benchmark for improvement has been set at 10 percent and will be reviewed and modified as necessary as part of the internal evaluation process.
Program Details

A concise description of the FIRST Academy regarding site location, number of students to be served, grade levels, general curriculum design, list of courses to be delivered, course delivery methods and location, and program specification follows.

Site Location

The FIRST Academy courses will be offered as components of the instructional program at The Center. Appropriate academic and prerequisite CTE courses, including dual enrollment course opportunities, will be offered as part of the instructional program at the feeder middle and high schools. To foster contextual learning for students, off-site work-based learning opportunities will also be offered.

Number of Students to be Served

The FIRST Academy is expected to serve a maximum of 40 students enrolled in the Engineering and Technology pathway during the 2008-2009 school year. With the inception of the Interactive Media pathway for the school year 2009-2010, enrollment capacity will increase to 110 students. Enrollment capacity is expected to increase as additional programs of study are implemented.

Grade Levels

Students interested in two-year programs will apply for admission to the FIRST Academy in 10th grade. Applications will be taken during the eleventh-grade year for students interested in one-year programs. Students served by the FIRST Academy must be enrolled in grades 11 and 12.

Course Delivery Mode

Each of the courses offered as a component of the FIRST Academy will be delivered in classroom/laboratory settings by highly qualified instructors licensed by the Virginia Department of Education. Course delivery will be enhanced by the STEM focus sessions, summer enrichment opportunities, CTSO opportunities, and a completer project.
Course enhancement features including STEM focus sessions and summer enrichment opportunities, while facilitated by course instructors, will be delivered by business/industry representatives and STEM instructional specialists in various worksite, secondary and postsecondary educational institutions.

CTSO activities will be delivered by course instructors in a co-curricular format as a component of course delivery.

The completer project, though facilitated by a course instructor, will be enhanced by mentorship provided at a worksite by a business/industry representative currently employed in the students’ career field of interest.

**Program and Course Descriptions**

*Pathway 1:*

The proposed Modeling and Simulation Support Specialist curriculum, as part of the engineering and technology pathway, is currently being designed by a council of education specialists, modeling and simulation business/industry leaders, and postsecondary education representatives. The curriculum outlines tasks and competencies over two instructional years: Modeling and Simulation Support Specialist I and II. Year one of the proposed Modeling and Simulation Support Specialist course, being collaboratively planned by the FIRST Planning Committee, will include the following competencies/tasks: Computer skills/EXCEL applications, digital visualization techniques and applications, data collection, presentation and analysis, career studies, communication skills, basic programming, problem-solving and design solutions. Competencies/tasks for the proposed year two curriculum will include: operating system instruction, networking and trouble-shooting with hardware/software applications. In addition, a semester-long project-based learning opportunity contextual to the student’s career goals will be required. The contextual project will pair students with mentors in workplaces related to their respective career goals. Thus, this program will enable students to identify a concern and address a problem/issue related to their career goal.

A comprehensive program of studies for the engineering and technology pathway is included in Appendix I. The proposed program of study outlines student course selection options which will ultimately prepare them to meet requirements of the
Technical and Advanced Technical diploma options for the engineering and technology pathway, with a concentration in modeling and simulation.

Numerous dual enrollment opportunities are available enabling students to make a seamless transition to postsecondary education. Upon completion of the program of studies for the engineering and technology pathway, students will have the option of pursuing an Associate of Science degree in Modeling and Simulation Technology at Tidewater Community College. This degree prepares students to enter the work force, and/or to transition to a baccalaureate program at Old Dominion University.

Pathway 2:

The GIS curriculum, as part of the interactive media pathway, will be modeled on the Virginia Department of Education competency-based task list for Geospatial Technology I. The curriculum will be enhanced by the addition of a contextual workplace project, thus enabling the course to address a student’s career goal. A comprehensive program of studies for the interactive media pathway is included in Appendix I.

The proposed program of study outlines student course selection options that will ultimately prepare them to meet requirements of the Technical and Advanced Technical diploma options for the interactive media pathway, with a concentration in GIS.

Numerous dual enrollment opportunities are available enabling students to make a seamless transition to postsecondary education. Upon completion of the interactive media pathway, students will have the option to pursue a Career Studies Certificate in Surveying and/or to pursue an Associate of Liberal Arts degree at Tidewater Community College enabling them to transition to a baccalaureate program at Old Dominion University.

Curriculum implementation for each of the pathways will be planned by advisory councils. Business/industry, educational specialists, and postsecondary education leaders will be actively involved in curriculum development efforts and will promote an interdisciplinary approach to curriculum design and delivery. The councils will ensure relevant curricula, contextual integration of academic/technical concepts, teacher development, work-based learning experiences, educational opportunities, state-of-the-art equipment, and mentorships for students. In addition, they will ensure that The Center’s
practices, program offerings and results are aligned with regional work force demands.

Requirements for Program Completion and Benchmarks

Information/literature regarding completion requirements for the FIRST Academy will be available to students, parents, feeder school counselors, school administrators, and other stakeholders through a program brochure. A student requirement checklist will be created for each FIRST Academy student and will be updated as appropriate to document progress toward program completion requirements. Criteria for completion of FIRST Academy programs of study will include:

1. Earn a standard or advanced technical diploma;
2. Complete required components of the completer project model (career portfolio, panel presentation, problem-based workplace project, and research paper);
3. Attain at least 80 percent of the competencies identified on the VDOE Competency-Based Task List for required pathway courses;
4. Earn a grade of 80 or better for required pathway courses;
5. Attend at least 80 percent of the STEM focus session activities;
6. Successfully complete a course-appropriate work-based learning experience;
7. Complete an appropriate postsecondary entrance exam (ASSET, COMPASS, Accuplacer, SAT, etc.).
8. Pass the NOCTI – Virginia’s Workforce Readiness Standards Assessment;
9. Attain an appropriate industry credential as available;
10. Earn at least nine hours of dual enrollment credit; and
11. Successfully complete a course of study that meets, at a minimum, guidelines of the Commonwealth Scholars program.

As part the program requirements, graduates of the FIRST Academy will achieve one or more of the following benchmarks:

Table 1

<table>
<thead>
<tr>
<th>Program</th>
<th>Industry Credential or Certification</th>
<th>State License</th>
<th>Student Portfolio</th>
<th>Transferable College Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>M and S Support Specialist</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GIS</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Work-Based Learning Experiences

The Center offers students a variety of work-based learning opportunities, including supervised technical internships (STIs), job shadowing, mentorship, project-based learning, and contextual learning opportunities. The design of the proposed courses, Modeling and Simulation Support Specialist I and II and GIS, will support not only a variety of internal work-based learning experiences such as project-based learning, simulations, guest speaker presentations, but also a variety of external workplace learning experiences such as STIs (for students enrolled in two-year programs), job shadowing, and mentorship. Work-based learning opportunities for each course are as follows

<table>
<thead>
<tr>
<th>Program</th>
<th>Supervised Technical Internship</th>
<th>Job Shadowing</th>
<th>Mentorship</th>
<th>Project-Based Learning</th>
<th>Instructional Opportunities (Field Trip, Guest Speaker)</th>
</tr>
</thead>
<tbody>
<tr>
<td>M and S Support Specialist</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>GIS</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Length of Program and Daily Schedule

Courses will be delivered as part-day, year-long instructional programs. Students will spend 2.25 hours of the instructional day completing course instruction, for an equivalent of three high school course credits. STEM focus sessions will be delivered periodically, with FIRST Academy students being present at The Center for a partial or entire instructional day depending upon program design. Summer enrichment opportunities will be offered during the summer, with instructors and students observing a half-day format.

Materials and Equipment

Funding has been appropriated in the annual budget to ensure the acquisition and maintenance of state-of-the-art equipment for each program area at The Center. The
VDOE recommended equipment list will be used as a baseline for determining equipment needs for each program. The equipment list is evolving for the proposed Modeling and Simulation Support Specialist program.

As part of the annual program review, teachers inventory current equipment against the state-approved equipment list to determine acquisition and replacement needs. Teachers submit requests in writing to identify equipment needs to school administration. Currently plans are being made to develop a long-range budgetary plan to prioritize equipment replacement and acquisition expenditures, thus ensuring that the program areas have the necessary equipment to offer an instructional program aligned with recommendations of the Exemplary Standards Program.

In addition to budgetary allocations, equipment is also maintained and acquired through the following avenues:

- Business/Industry Donations
- Government Entity Donations
- In-Kind Contributions
- Private Entity Donations
- Professional Organizations

**Annual Review Process**

Review of the FIRST Academy’s policies, procedures, outcomes, design, and delivery will be implemented annually. Evaluation instruments/surveys designed for use by students, stakeholders, parents and staff will be employed to collect data to evaluate both the FIRST Academy and The Center’s instructional programs.

The Center’s staff will work in collaboration with the owning divisions and feeder schools to collect, report and interpret data to determine program impact, efficiency, and stakeholder satisfaction. The following table outlines data collection and reporting methods that will be used.
Baseline data will be collected at the onset of the academy initiative to determine a benchmark for FIRST Academy students and The Center as a whole. Data will be disaggregated by both program area and respective pathway to determine strategic planning goals. Data will be tracked and compared to benchmark data annually. A comprehensive report will be released to the owning divisions, stakeholders and the Virginia Department of Education (VDOE) annually.

**Sustainability of Academy**

Funding to sustain the initiative has been pledged by both cooperating divisions (Isle of Wight County Public Schools and Suffolk City Public Schools) as part of The Center’s annual budget process. In addition, The Center receives an annual technology allotment. Budgeting is planned, managed and evaluated on-site. Budgets are approved by the Joint Committee for Control (JCC), with input from both districts’ superintendents.

Operational budget appropriations for each district are based on a five-year enrollment average. Currently, Isle of Wight County Public Schools provides 36.84 percent of operational funding, while Suffolk City Public Schools funds the remaining 63.16 percent. In regard to capital outlay expenditures, fixed percentages of effort are in place. Isle of Wight County Public Schools provides 29 percent of capital outlay funding with Suffolk City Public Schools providing the remaining 71 percent. During the 2008-2009 fiscal year, budget appropriations indicate a projected 9.6 percent increase from...
fiscal year 2007-2008, for an overall budget increase of $228,452.00. Total revenues reflect a commitment from both divisions to provide for adequate facilities, state-of-the-art equipment, instructional resources and personnel development to support the proposed FIRST Academy as a component of The Center’s instructional programming.

Administrative Procedures

Student Recruitment, Selection Criteria and Admissions

While career planning and exploration activities will begin in 7th grade, recruitment activities will be offered to students in grades 8-10, including tours, presentations, registration fairs, publications, opportunities for summer enrichment, seminars, STEM focus sessions, comprehensive counseling and job shadowing. During the second semester of 10th grade, students will establish a career portfolio, develop the postsecondary components of their career plans, and complete necessary CTE and academic prerequisites. These steps will make the students eligible to apply to the academy. Admission to the academy will be based not only on division ratios, but also upon a competitive application process including the following components:

a. Application Package with Recommendation Forms (CTE Teacher, Math Teacher, Science Teacher);
b. Grade Point Average (>2.5)/Prerequisite courses/transcript review;
c. Essay/personal statement;
d. Panel interview (Including advisory council members from business/industry and postsecondary education);
e. Disciplinary/attendance criteria – evidence of potential and work ethic;
f. Career portfolio/work product review; and
g. Community college entrance criteria – placement test performance.

Code of Student Conduct and Attendance

The Code of Student Conduct and attendance procedures for FIRST Academy students are outlined in the Pruden Center for Industry and Technology Student Handbook. The Center Student Handbook is updated annually based on legal updates and student, staff, administration and stakeholder feedback gleaned from surveys. Students are also held accountable to the policies and procedures outlined by their respective school divisions, as well as by the Virginia Community College System.
Tidewater Community College will reserve the right to impose academic sanctions and penalties aligned with college policy.

**Transportation**

FIRST Academy students will be transported from their respective high schools to The Center via Isle of Wight County Public Schools’ and Suffolk City Public Schools’ school buses, as part of the normal AM and PM student transportation plan for CTE students. Transportation for field trips and other off-site instructional opportunities will be provided via approved modes of transportation, including vehicles and school buses provided by the cooperating school divisions.

**Staff Recruitment, Selection, and Assignment**

All staff hired and retained to teach FIRST Academy programs will be models of lifelong learning and masters at their trades. Staff will not only demonstrate work-related experience and relevant educational credentials prior to being hired, but will also demonstrate participation in industry-related staff development sessions such as conferences and industry visits, demonstrate proficiency on industry-endorsed certification exams, and plan annually for program and individual improvement through evaluation and revision of the Individual Growth Plan.

Job postings, listed with Suffolk City Public Schools, Isle of Wight County Public Schools, The Virginian Pilot, VDOE and other sources, clearly outline necessary qualifications as described above. Sample job listings can be viewed on The Center’s Web site, [www.prudencenter.net](http://www.prudencenter.net) by clicking on the director’s link.

Consideration in hiring for instructional staff will be given to the candidate’s combination of work experience, industry credentials and educational attainment. For programs involving dual enrollment credit, staff members will meet postsecondary education credentialing requirements in addition to VDOE teacher licensure requirements. Preference in hiring for administrative staff will be given to candidates with a strong CTE and instructional background.
Staff Development

A comprehensive plan for staff development will be implemented for FIRST Academy staff through internal and external offerings during the summer, pre- and post-service periods, and the instructional year. Staff development offerings will include:

1. **Summer Institutes** – Staff development offering focusing on the integration of STEM into respective curricula;

2. **Post-Service 2008** – Staff development offering focusing on integration of the completer project model as part of the instructional program;

3. **External Staff Development Activities** - Funding will continue to be allocated for external staff development, affording individual teachers the opportunity to seek out and attend staff development activities respective to their particular fields; and

4. **Business/Industry Activities** – Staff will participate in ongoing visits to business/industry, enabling them to infuse curriculum with industry innovation and to ensure program relevance to industry norms.

External staff development activities are not selected randomly, but through a comprehensive analysis of individual performance in regards to the Teacher Performance Appraisal Instrument (TPAI) indicators and program performance in regards to Exemplary Standards indicators. Annually, staff members will be evaluated and recommendations for professional growth will be discussed.

Staff Evaluation

A comprehensive Teacher-Performance Appraisal System will be used to ensure the development of master teachers.

Each year staff members will receive at least two "snap-shot" observations and two full review observations, including a pre- and post-conference. Data from these observations and documented progress toward achieving goals, as outlined on the Individual Growth Plan, will be used to complete the Summative Evaluation. Action plans will be developed to strategically address areas in which the instructor did not achieve at least “Standard” rating.
Parent, Student, and Community Involvement

Parents, students and stakeholders will enjoy many opportunities to be involved with the planning, implementation and evaluation of the FIRST Academy. Parent, student and other stakeholder involvement in planning and implementation have been ensured, as these representatives will serve on the FIRST Planning Committee, the FIRST Advisory Council, and attend JCC board meetings. Parents, students and other stakeholders will be actively involved in program evaluation and revision efforts through completion of survey instruments.

Parent, student and other stakeholder involvement is not only paramount to the successful planning, implementation and evaluation of the FIRST Academy, but also to affording students an effective career development experience. The FIRST Academy aspires to provide students with enhanced career development activities designed to foster involvement of parents and other stakeholders.

The Career Development Plan will be introduced to students in 8th grade as they complete career assessments (Kuder Career Assessment) and select appropriate career pathways and programs of study. Career Development Plans will not only outline a sequence of academic courses aligned with the Advanced Diploma, Commonwealth Scholars Course of Study, or the Standard Diploma, but will additionally include academic electives and a CTE career pathway (two or more related CTE credits), enabling students to qualify for the Advanced Technical or Technical Diploma. The Career Development Plan is approved by the parent and will be reviewed and updated annually to reflect student’s academic progress and changing career interests and goals.

Career assessments will be used for input in determining career pathways and will be outlined on the Career Development Plan. When available, online and electronic pre-testing will be offered to students in an effort to identify areas for strengthening. Additionally, industry-specific performance tasks will be utilized to prepare students for industry credential testing.
FIRST Academy Implementation Budget Narrative

1. Personnel - Teacher  $52,000.00

Funds have been requested for a full-time teacher’s salary (Master’s Degree) at an annual rate of $52,000. This expense will be funded through other sources.

2. Employee Benefits  $ 6,928.00

There is a required fringe benefit rate of 37.44 percent including; 11.15 percent required contribution for Virginia Retirement System, 6.20 percent and 1.45 percent for social security and Medicare respectively, 1 percent for group life, 1.2 percent for retiree health credit, and 2 percent for disability coverage. This expense will be funded through other sources.

3. Purchased / Contractual Services  $40,000.00

The FIRST Academy will require extensive marketing and promotions in an effort to enroll students. Additional funds will be allocated for consultant services and other contracted services.

4. Internal Service  $4,000.00

Additional costs will be incurred as teachers work outside of contracted hours during the summer of 2008-2009 to reconfigure and/or improve curriculum.

5. Staff Development  $ 8,000.00

Funds will be used for professional development and training for faculty and staff.

6. Summer Component Activities  $10,000.00

There will be a two-week underclassman summer camp offered during the summer. This camp will be offered to rising high school freshmen. The camp will offer STEM
introductory activities. The instructors will receive a stipend that is consistent with hourly rates for summer school teachers. All materials and supplies will be purchased with grant funds.

7. **Travel**  $7,000.00
There will be travel requirements for faculty and staff as the implementation of FIRST Academy unfolds. Travel will be necessary for professional development, training, advisory commitments, etc. Additionally, there will be student field trips and summer activities.

8. **Contractual Services**  $10,000.00
Contractual services will include, but are not limited to, an agreement of services up front for consultation, curriculum development, assessing software and textbooks, as well as other requirements best suited for program needs.

9. **Materials and Supplies**  $21,000.00
This program will require document production, printing, copying, office supplies and materials, as well as activity supplies. Additionally, there will be software needs for each student computer as we implement the Modeling and Simulation and the GIS programs.
Appendix A

FIRST Implementation Timeline
## Appendix A: FIRST Implementation Timeline

<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Entity</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit planning committee members.</td>
<td>The Center</td>
<td>January 2008</td>
</tr>
<tr>
<td>Hold planning committee meeting.</td>
<td>The Center</td>
<td>February 2008</td>
</tr>
<tr>
<td>Initiate curriculum development process – Modeling and Simulation Support Specialist.</td>
<td>FIRST Planning Committee</td>
<td>March 2008</td>
</tr>
<tr>
<td>Initiate program implementation (hiring, purchasing, student recruiting, facility development, etc.).</td>
<td>The Center FIRST Planning Committee</td>
<td>May 2008</td>
</tr>
<tr>
<td>Offer staff development on modeling and simulation.</td>
<td>The Center FIRST Planning Committee</td>
<td>June 2008</td>
</tr>
<tr>
<td>Implement Modeling and Simulation Support Specialist Program/Engineering and Technology pathway.</td>
<td>The Center FIRST Planning Committee</td>
<td>September 2008</td>
</tr>
<tr>
<td>Initiate curriculum planning meeting – Geospatial Technologies.</td>
<td>The Center FIRST Planning Committee</td>
<td>October 2008</td>
</tr>
<tr>
<td>Initiate program implementation (hiring, purchasing, student recruiting, facility development, etc.).</td>
<td>The Center FIRST Planning Committee</td>
<td>May 2009</td>
</tr>
<tr>
<td>Conduct internal evaluation.</td>
<td>The Center FIRST Planning Committee</td>
<td>June 2009</td>
</tr>
<tr>
<td>Offer staff development on GIS.</td>
<td>The Center FIRST Planning Committee</td>
<td>August 2009</td>
</tr>
<tr>
<td>Implement Geospatial Technology Program/Interactive Media pathway.</td>
<td>The Center FIRST Planning Committee</td>
<td>September 2009</td>
</tr>
<tr>
<td>Conduct planning sessions for additional pathways of interest.</td>
<td>The Center FIRST Planning Committee School Advisory Councils</td>
<td>October 2009</td>
</tr>
<tr>
<td>Conduct internal evaluation.</td>
<td>The Center FIRST Planning Committee</td>
<td>June 2010</td>
</tr>
<tr>
<td>Offer staff development on the new pathways that will be added to the FIRST Academy.</td>
<td>The Center FIRST Planning Committee</td>
<td>June 2010</td>
</tr>
<tr>
<td>Offer STEM Summer Institute for staff.</td>
<td>The Center FIRST Planning Committee</td>
<td>August 2010</td>
</tr>
</tbody>
</table>
## Appendix B: FIRST Planning Committee

<table>
<thead>
<tr>
<th>Lead Partner</th>
<th>Agency Name</th>
<th>Partner Representative</th>
<th>Address</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>The Pruden Center Task Force</td>
<td>The Pruden Center</td>
<td>Corey McCray - Director</td>
<td>The Pruden Center 4169 Pruden Blvd. Suffolk, VA 23434</td>
<td>757-925-5651 (P) 757-925-5639 (F)</td>
</tr>
<tr>
<td>1</td>
<td>Suffolk Economic Development</td>
<td>Kevin Hughes - Sr. Business Development Manager</td>
<td>Economic Development 127 E. Washington Street, Suite 200 Suffolk, VA 23434</td>
<td>757-514-4040 (P) 757-923-3628 (F)</td>
</tr>
<tr>
<td>2</td>
<td>Tidewater Community College</td>
<td>Dr. Michael D. Summers - VP Academic/Student Affairs</td>
<td>Tidewater Community College – Norfolk Admin Offices P.O. Box 9000 Norfolk, VA 23509</td>
<td>757-822-1112 (P)</td>
</tr>
<tr>
<td>3</td>
<td>Hampton Roads Research Partnership (HRRP)</td>
<td>Andrew Sinclair - Program Specialist</td>
<td>430 World Trade Center Norfolk, VA 23510</td>
<td>757-625-4696 (P) 757-625-4684 (F)</td>
</tr>
<tr>
<td>4</td>
<td>Isle of Wight County Public Schools</td>
<td>Reuben Johns – Coordinator of Instruction</td>
<td>Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436</td>
<td>757-357-0849 (P)</td>
</tr>
<tr>
<td>5</td>
<td>Suffolk City Public Schools</td>
<td>Gail Bess - Coordinator of Career and Technical Education</td>
<td>Suffolk City Public Schools 100 N. Main St. P.O. Box 1549 Suffolk, VA 23434</td>
<td>757-925-6750 (P) 757-925-6751 (F)</td>
</tr>
<tr>
<td>6</td>
<td>Chamber of Commerce (Isle of Wight)</td>
<td>Constance Rhodes - President</td>
<td>Isle of Wight Chamber of Commerce P.O. Box 38 Smithfield, VA 23436</td>
<td>757-357-3502 (P)</td>
</tr>
<tr>
<td>7</td>
<td>MYMIC LLC (M and S Company)</td>
<td>Dr. Thomas Mastaglio - President/CEO</td>
<td>200 High St., Suite 308 Portsmouth, VA 23704</td>
<td>757-391-9200 (P) 757-391-9098 (F)</td>
</tr>
<tr>
<td>8</td>
<td>Isle of Wight County Government</td>
<td>W. Douglas Caskey - Administrator</td>
<td>Isle of Wight County P.O. Box 80 Isle of Wight, VA 23392</td>
<td>757-357-3191 (P)</td>
</tr>
<tr>
<td>9</td>
<td>Economic Development</td>
<td>Steve Wright - Director</td>
<td>17130 Monument Circle, Suite A P.O. Box 80 Smithfield, VA 23397</td>
<td>757-365-6251 (P)</td>
</tr>
<tr>
<td>10</td>
<td>The Pruden Center Foundation</td>
<td>Charles W. Cary</td>
<td>9063 Empire Drive Suffolk, VA 23434</td>
<td>757-238-2564</td>
</tr>
<tr>
<td>11</td>
<td>Isle of Wight County Public Schools</td>
<td>Joanne Ferraioli – Technology Resource Facilitator</td>
<td>Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436</td>
<td>757-3625-4222</td>
</tr>
<tr>
<td>12</td>
<td>Tidewater Community College</td>
<td>Marie Baker - Prof. of Early Childhood Education</td>
<td>7000 College Dr. Portsmouth, VA 23703</td>
<td>757-822-2388 (P) 757-822-2184 (F)</td>
</tr>
<tr>
<td>13</td>
<td>Sentara Obici Hospital</td>
<td>Phyllis Stoneburner – VP, Patient Care Services</td>
<td>2800 Godwin Blvd Suffolk, VA 23434</td>
<td>757-934-4811 (P) 757-934-4284 (F)</td>
</tr>
<tr>
<td>14</td>
<td>Starr Motors</td>
<td>Joe Bonney – Service Director</td>
<td>2584 Pruden Blvd. Suffolk, VA 23434</td>
<td>757-539-0214</td>
</tr>
</tbody>
</table>
Partner Identification Form
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: The Pruden Center for Industry & Tech.

Primary Contact
Name: Corey L. McCray
Title: Director
Address: 4169 Pruden Blvd.
Suffolk, VA 23435

Telephone: 757-925-5251 Fax: 
E-Mail: coreymc@prudencenter.net

Type of Institution/Organization: Career & Technical Education School

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Corey L. McCray
Typed Name
Director
Position Title

Signature: 11/17/09
Date
Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: City of Suffolk, Dept. of Economic Development

Primary Contact:
Name: Kevin Hughes
Title: Sr. Business Development Manager
Address: 105 E Washington St, Suite 200
Suffolk, VA 23434

Telephone: 757-514-4043 Fax: 757-513-3855
E-Mail: KHughes@CityofSuffolk Va.us

Type of Entity/Institution/Organization: City government

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal.

Kevin Hughes
Typed Name
Sr. Business Development Manager
Position Title

Signature
11/7/07
Typed Name
Date
Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Tidewater Community College

Primary Contact

Name: Dr. Michael D. Summers
Title: Vice President for Academic and Student Affairs
Address: P.O. Box 9000
Norfolk, VA 23509-9000

Telephone: 757-822-1061 Fax: 757-822-1407
E-Mail: mdsummer@tcc.edu

Type of Entity/Institution/Organization: Tidewater Community College - the largest provider of higher education and workforce development services in Hampton Roads - enrolls over 38,000 students annually, the second largest undergraduate student body in Virginia.

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

[Signature]
Dr. Michael D. Summers
Vice President for Academic and Student Affairs

Date: November 6, 2007

38
Partner Identification Form
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partners/institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Hampton Roads Partnership

Primary Contact
Name: Andrew M. Sinclair
Title: Program Specialist
Address: 406 Old Tidewater Dr.
North, VA 23510

Telephone: 757-625-4676  FAX: 757-625-4684
E-Mail: asinclair@hrp.org

Type of Entity/Institution/Organization: 501(c)6  Public/Nonprofit

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal.

E. Dean Dietz, III
President/CEO

Signature: 11.2.07
Date

Attachment D
Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

**Partner School**
Division/Institution/Organization: Isle of Wight County Schools

**Primary Contact**

<table>
<thead>
<tr>
<th><strong>Name</strong></th>
<th>Reuben A. Johns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Coordinator of Instruction</td>
</tr>
<tr>
<td><strong>Address</strong></td>
<td>820 West Main Street</td>
</tr>
<tr>
<td></td>
<td>Smithfield, VA 23430</td>
</tr>
</tbody>
</table>

| **Telephone** | 757-365-1402 |
| **Fax** | 757-366-0970 |
| **E-Mail** | richa@iws.k12.va.us |

**Type of Entity/Institution/Organization:** Educational: K-12

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Dr. Michael W. McPherson
Typed Name
Division Superintendent
Position Title

[Signature]

10/31/2007
Date
Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Suffolk Public Schools

Primary Contact
Name: Gal V. Beas
Title: Coordinator of Career and Technical Education and Adult Education
Address: 100 North Main Street
Suffolk, VA 23434

Telephone: (757) 925-6760 Fax: (757) 925-6751
E-Mail: gabeas@spks12.net

Type of Entity/Institution/Organization: Education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Milton E. Liverman, B.Ed.

Typed Name: Signature: November 9, 2007
Superintendent
Position Title: Date
Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Title or Wight Chamber of Commerce

Primary Contact

Name: Constance Rhodes
Title: President
Address: 100 Main Street, P.O. Box 33
            Smithfield, VA 23431
Telephone: 357-3502  Fax: 357-4864
E-Mail: crhod@sfc.tnsile.org

Type of Entity/Institution/Organization: Education - Cape

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Constance Rhodes

Signature: 11/07/07

Date: 11/07/07
Partner Identification Form

GOVERNOR’S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: MYMIE LLC

Primary Contact
Name: Thomas W. Mastagli
Title: President & CEO
Address: 200 High St
        Suite 308
        Portsmouth, VA 23504
Telephone: 757-391-9200 Fax: 757-391-9098
E-Mail: tom.mastagli@mymie.net

Type of Entity/Institution/Organization: Industry M&E Company

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor’s Career and Technical Academy outlined in the accompanying proposal.

Thomas W. Mastagli
Title: President & CEO

Signature: Date: 7/01/07

Position: Title

43
Partner Identification Form
GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner Institutions/Organizations participating in this proposal.

Partner School
Division/Institution/Organization: Isle of Wight County

Primary Contact
Name: W. Douglas Caskey
Title: Administrator
Address: P.O. Box 80
Isle of Wight, VA 23439

Telephone: 757.337.3191 Fax:
E-Mail: admin@isofwightus.net

Type of Entity/Institution/Organization: Government

My signature below certifies that my Institution/Organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal.

W. Douglas Caskey
Administrator

Signature
11-7-07

Position Title
Date
Partner Identification Form
FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School Division/Institution/Organization: The Bunker Center Foundation

Primary Contact
Name: Cheeks William Cary III (BC III)
Title: President
Address: 9063 Eclipse Dr.
Suffolk, VA 23435-1809
Telephone: 757-238-2546 Fax: 
E-Mail: cheekspro.ltc@yahoo.com

Type of Entity/Institution/Organization: Advisory Council

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal.

Cheeks William Cary III
President
Signature: 1/29/2008

[Signature]
Date:

Attachment D
Partner Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School: Isle of Wight County Public Schools
Division/Institution/Organization:

Primary Contact

Name: Janine Ferrari
Title: FTFT
Address: 820 West Main Street
         Smithfield, Virginia 23430

Telephone: 757.865.4400   Fax: 757.865.4223
E-Mail: FerrariJ@IOWCS.k12.va.us

Type of Entity/Institution/Organization: Educational

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Janine M. Ferrari
Type Name: FTFT
Patent Title
Signature: __________________________
Date: __________________________
Partner Identification Form

FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Tidewater Community College

Primary Contact
Name: Marie Baker
Title: Professor of Early Childhood Education
Address: 7000 College Dr.
        Portsmouth, VA 23703

Telephone: 804-2388     Fax: 804-4160
E-Mail: mbaker@tcc.edu

Type of Entity/Institution/Organization: 

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

/Signed/          /Signed/

Typed Name: Professor of Educ
Position Title: Date:

47
Partner Identification Form

FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School: Sorens Obel Hospital
Division/Institution/Organization:

Primary Contact

Name: Phyllis C. Stoneburner
Title: Vice President, Patient Care Services
Address: 2800 Godwin Boulevard
          Suffolk, Virginia
          23434
Telephone: 757-934-4811  Fax: 757-934-4284
E-Mail: pstoneburner@sanctua.com

Type of Entity/Institution/Organization: Acute Care Hospital

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Phyllis C. Stoneburner
Signature

Vice President, Patient Care Services

Position Title

Date: January 20, 2008

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Partner Identification Form

FIRST - GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Starr Automotive Care

Primary Contact

Name: Joe Romney
Title: Service Director
Address: 2581 Pkwy Blvd
S. Hill, VA 23434

Telephone: 589-0214  Fax:
E-Mail: Service@Starrmotors.com

Type of Entity/Institution/Organization: New Car Dealership

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor’s Career and Technical Academy outlined in the accompanying proposal.

Joe Romney
Typed Name
Service Director
Position Title

Signature: [Signature]
Date: 1/30/08
Appendix C

FIRST Advisory Council
## Appendix C: FIRST Advisory Council

<table>
<thead>
<tr>
<th>Lead Partner</th>
<th>Agency Name</th>
<th>Partner Representative</th>
<th>Address</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Pruden Center Task Force</td>
<td>Corey McCray - Director</td>
<td>The Pruden Center 4169 Pruden Blvd. Suffolk, VA 23434</td>
<td>757-925-5651 (P) 757-925-5639 (F)</td>
</tr>
<tr>
<td>1</td>
<td>Suffolk Economic Development</td>
<td>Kevin Hughes - Sr. Business Development Manager</td>
<td>Economic Development 127 E. Washington Street, Suite 200 Suffolk, VA 23434</td>
<td>757-514-4040 (P) 757-923-3628 (F)</td>
</tr>
<tr>
<td>2</td>
<td>Hampton Roads Research Partnership (HRRP)</td>
<td>Andrew Sinclair - Program Specialist</td>
<td>430 World Trade Center Norfolk, VA 23510</td>
<td>757-625-4696 (P) 757-625-4684 (F)</td>
</tr>
<tr>
<td>3</td>
<td>Isle of Wight County Public Schools</td>
<td>Reuben Johns – Coordinator of Instruction</td>
<td>Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436</td>
<td>757-357-0849 (P)</td>
</tr>
<tr>
<td>4</td>
<td>Suffolk City Public Schools</td>
<td>Gail Bess - Coordinator of Career and Technical Education</td>
<td>Suffolk City Public Schools 100 N. Main St. P.O. Box 1549 Suffolk, VA 23434</td>
<td>757-925-6750 (P) 757-925-6751 (F)</td>
</tr>
<tr>
<td>5</td>
<td>The Pruden Center Foundation</td>
<td>Charles W. Cary</td>
<td>9063 Empire Drive Suffolk, VA 23434</td>
<td>757-238-2564</td>
</tr>
<tr>
<td>6</td>
<td>Isle of Wight County Public Schools</td>
<td>Joanne Ferraioli – Technology Resource Facilitator</td>
<td>Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436</td>
<td>757-3625-4222</td>
</tr>
<tr>
<td>7</td>
<td>Tidewater Community College</td>
<td>Marie Baker - Prof. of Early Childhood Education</td>
<td>7000 College Dr. Portsmouth, VA 23703</td>
<td>757-822-2388 (P) 757-822-2184 (F)</td>
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<td>Phyllis Stoneburner – VP, Patient Care Services</td>
<td>2800 Godwin Blvd Suffolk, VA 23434</td>
<td>757-934-4811 (P) 757-934-4284 (F)</td>
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<td>Starr Motors</td>
<td>Joe Bonney – Service Director</td>
<td>2584 Pruden Blvd. Suffolk, VA 23434</td>
<td>757-539-0214</td>
</tr>
</tbody>
</table>
FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: The Pruden Center for Industry & Tech.

Primary Contact
Name: Corey L. McCray
Title: Director
Address: 4469 Pruden Blvd.
Suffolk, VA. 23434

Telephone: 757-525-4651 Fax:
E-Mail: CoreyMccray@prodencenter.net

Type of Entity/Institution/Organization: Career & Technical Education School

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Corey L. McCray
Typed Name
Director
Position Title
Signature
Date

52
FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: City of Suffolk, Dept. of Economic Development

Primary Contact

Name: Kevin Hughes
Title: Sr. Business Development Manager
Address: 127 E Washington St Suite 200
Suffolk VA 23434

Telephone: 757-514-1422 Fax: 757-530-3625
E-Mail: kHughes@cityofsuffolkva.us

Type of Entity/Institution/Organization: City Government

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Kevin Hughes
Sr. Business Development Manager
City of Suffolk, VA

Signature 11/7/07
Date
FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner: School
Division/Institution/Organization: Hampton Roads Partnership

Primary Contact

Name: Andrew M. Sinclair
Title: Program Specialist
Address: 430 World Trade Center
Norfolk, VA 23510

Telephone: 757-625-4376 Fax: 757-625-4684

E-Mail: asinclair@chap.org

Type of Entity/Institution/Organization: 501(c)(3) Entirely Non-Profit

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal.

E. Dean Dickes, III
President/CEO
Position Title

Signature: 11.2.07
Date

54
FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Isle of Wight County Schools

Primary Contact

Name: Rumph A. Johns
Title: Coordinator of Instruction
Address: 820 West Main Street
Smithfield, VA 23430

Telephone: 757-365-1602 Fax: 757-365-0979
E-Mail: rjohns@iwvk12.us

Type of Entity/Institution/Organization: Educational: K-12

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Dr. Michael W. McPherson
Typed Name

Division Superintendent
Position Title

Signature

10/31/2017
Date

Attachment D
FIRST Advisory Council Identification Form

GOVERNOR'S CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School
Division/Institution/Organization: Suffolk Public Schools

Primary Contact:

Name: Gall V. Boss
Title: Coordinator of Career and Technical Education and Adult Education
Address: 100 North Main Street
Suffolk, VA 23434

Telephone: (757) 925-6760 Fax: (757) 925-6751
E-Mail: gallboss@sykel2.net

Type of Institution/Organization: Education

My signature below certifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Hilton E. Lunsford, Ed.D.
Signed: November 9, 2007

Typed Name: Superintendent
Position Title: Date
FIRST Advisory Council Identification Form
The Pruden Center for Industry and Technology

Partner School
Division/Institution/Organization: The Pruden Center Foundation

Primary Contact
Name: Charles W. Cary, III (BTEC)
Title: President
Address: 9063 Eclipse Dr.
   Suffldale, VA 23432-1609

Telephone: 757-238-2564   Fax:
E-Mail: hancockfamily@yellowan.com

Type of Entity/Institution/Organization: Advisory Council

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation and evaluation of the proposed Governor's Career and Technical Academies, FIRST.

Charles W. Cary, III
President
Signature: 1/29/2008
Position Title: President
Date: 1/29/2008
FIRST Advisory Council Identification Form
GOVERNORS CAREER AND TECHNICAL ACADEMY

Include a Partnership Identification Form for each of the partner institutions/organizations participating in this proposal.

Partner School: Isle of Wight County Schools
Division/Institution/Organization:

Primary Contact

Name: Joanne Ferraioli
Title: Computer Resource Specialist
Address: 920 West Main Street
Smithfield, VA 23430-1034

Telephone: 757.365.4106 Fax: 757.365.4221
E-Mail: FerraioliJ@iws.k12.va.us

Type of Entity/Institution/Organization: Educational

My signature below signifies that my institution/organization agrees to be an active partner in planning and implementation of the proposed Governor's Career and Technical Academy outlined in the accompanying proposal:

Joanne M. Ferraioli

Typed Name: JFRST
Position: Title
Signature: Date: April 10, 2005
FIRST Advisory Council Identification Form
The Prudus Center for Industry and Technology

Partner School:
Division/Institution/Organization: Tidewater Community College

Primary Contact:
Name: Marie Baker
Title: Professor of Early Childhood Education
Address: 7000 College Dr. Norfolk, VA 23504

Telephone: 804-3388 Fax: 804-2154
E-Mail: mbaker@tec.edu

Type of Entity/Institution/Organization:

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation, and evaluation of the proposed Governor's Center and Technical Academy, FIRST.

Typed Name: Professor of Early Childhood Education
Signature: [Signature]
Position Title: Date: [Signature]

59
FIRST Advisory Council Identification Form
The Pruden Center for Industry and Technology

Partner School: Sentara Obici Hospital
Division/Institution/Organization:

Primary Contact

Name: Phyllis C. Stoneburner
Title: Vice President, Patient Care Services
Address: 2800 Godwin Boulevard
          Suffolk, Virginia
          23434
Telephone: 757-934-4811 Fax: 757-934-4284
E-Mail: pstonah@sentara.com

Type of Entity/Institution/Organization: Acute Care Hospital

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation, and evaluation of the proposed Governor's Career and Technical Academy, FIRST.

Phyllis C. Stoneburner [signature]
Typed Name
Vice President, Patient Care Services
Position Title

January 30, 2009
Date
FIRST Advisory Council Identification Form
The Pruden Center for Industry and Technology

Partner School
Division/Institution/Organization: Starr Automotive Corp

Primary Contact
Name: Joe Bonney
Title: Service Director
Address: 2584 Pruden Blvd
          Suffolk, VA 23434

Telephone: 539-0214  Fax:
E-Mail: Service@starrmotors.com

Type of Entity/Institution/Organization: New Car Dealership

My signature below certifies that my institution/organization agrees to be an active partner in planning, implementation and evaluation of the proposed Governor’s Career and Technical Academy, FIRST.

Joe Bonney
Typed Name: Service Director
Position Title
Signature:
Date: 1/27/08
Appendix D
Memoranda of Agreement
## Appendix D: Memoranda of Agreement

<table>
<thead>
<tr>
<th>Lead Partner</th>
<th>Agency Name</th>
<th>Partner Representative</th>
<th>Address</th>
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<td>The Pruden Center Task Force</td>
<td>Corey McCray - Director</td>
<td>The Pruden Center 4169 Pruden Blvd. Suffolk, VA 23434</td>
<td>757-925-5651 (P) 757-925-5639 (F)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Suffolk Economic Development/City of Suffolk</td>
<td>Kevin Hughes - Sr. Business Development Manager</td>
<td>Economic Development 127 E. Washington Street, Suite 200 Suffolk, VA 23434</td>
<td>757-514-4040 (P) 757-923-3628 (F)</td>
</tr>
<tr>
<td>2</td>
<td>Tidewater Community College</td>
<td>Dr. Michael D. Summers- VP Academic/ Student Affairs</td>
<td>Tidewater Community College – Norfolk Admin Offices P.O. Box 9000 Norfolk, VA 23509</td>
<td>757-822-1112 (P)</td>
</tr>
<tr>
<td>3</td>
<td>Tidewater Community College</td>
<td>Marie Baker - Prof. of Early Childhood Education</td>
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<td>757-822-2388 (P) 757-822-2184 (F)</td>
</tr>
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<td>4</td>
<td>Hampton Roads Research Partnership (HRRP)</td>
<td>Andrew Sinclair - Program Specialist</td>
<td>430 World Trade Center Norfolk, VA 23510</td>
<td>757-625-4696 (P) 757-625-4684 (F)</td>
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<tr>
<td>5</td>
<td>Isle of Wight Public Schools</td>
<td>Reuben Johns – Coordinator of Instruction</td>
<td>Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436</td>
<td>757-357-0849 (P)</td>
</tr>
<tr>
<td>6</td>
<td>Isle of Wight County Public Schools</td>
<td>Joanne Ferraioli – Technology Resource Facilitator</td>
<td>Isle of Wight County Public Schools 820 Main Street Smithfield, VA 23436</td>
<td>757-625-4222</td>
</tr>
<tr>
<td>7</td>
<td>Suffolk City Public Schools</td>
<td>Gail Bess - Coordinator of Career and Technical Education</td>
<td>Suffolk City Public Schools 100 N. Main St. P.O. Box 1549 Suffolk, VA 23434</td>
<td>757-925-6750 (P) 757-925-6751 (F)</td>
</tr>
<tr>
<td>8</td>
<td>MYMIC LLC (M and S Company)</td>
<td>Dr. Thomas Mastaglio President / CEO</td>
<td>200 High St., Suite 308 Portsmouth, VA 23704</td>
<td>757-391-9200 (P) 757-391-9098 (F)</td>
</tr>
<tr>
<td>9</td>
<td>Isle of Wight County Government /Chamber of Commerce</td>
<td>Constance Rhodes - President</td>
<td>Isle of Wight Chamber of Commerce P.O. Box 38 Smithfield, VA 23436</td>
<td>757-357-3502 (P)</td>
</tr>
<tr>
<td>10</td>
<td>Isle of Wight County Government</td>
<td>W. Douglas Caskey - Administrator</td>
<td>Isle of Wight County P.O. Box 80 Isle of Wight, VA 23392</td>
<td>757-357-3191 (P)</td>
</tr>
<tr>
<td>11</td>
<td>Sentara Obici Hospital</td>
<td>Phyllis Stoneburner – VP, Patient Care Services</td>
<td>2800 Godwin Blvd Suffolk, VA 23434</td>
<td>757-934-4811 (P) 757-934-4284 (F)</td>
</tr>
<tr>
<td>12</td>
<td>Starr Motors</td>
<td>Joe Bonney – Service Director</td>
<td>2584 Pruden Blvd. Suffolk, VA 23434</td>
<td>757-539-0214</td>
</tr>
<tr>
<td>13</td>
<td>Alion Science and Technology</td>
<td>Brain Teer – Division Manager</td>
<td>7021 Harbor View Blvd. Suffolk, VA 23435</td>
<td>757-851-5670</td>
</tr>
<tr>
<td>14</td>
<td>SAIC</td>
<td>Jason Booth – Senior Contracts Representative</td>
<td>7021 Harbor View Blvd. Suffolk, VA 23435</td>
<td>757-638-1238</td>
</tr>
</tbody>
</table>
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

In General

The Center is a regional CTE center serving Isle of Wight County and the City of Suffolk. The Center is the principal partner in the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy proposal. The Center desires to both reconfigure existing programs to Schools of Career and Technical Education and add additional STEM programs, concentrating in applications of electronic drafting, modeling & simulation, and Geographic Information Systems (GIS). The resulting FIRST Schools of Career and Technical Education would include:

1. School of Information Technology (Oracle, CIW, PC Technology, Modeling & Simulation Program Support Specialist and GIS)
2. School of Health Careers (EMT, Veterinary Assistant, Nurse Aide)
3. School of Automotive Technology (Auto-Service Technology, Auto-Collision Repair)
4. School of Public Service (Early Childhood Education, Culinary Arts, Cosmetology)
5. School of Construction Trades (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students’ educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

Partner Responsibilities

PARTNER agrees to:

1. Designate a key organization representative to participate on the implementation/advisory board for the above referenced project.
2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/visions.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student enrollment, inventory and program compliance records are maintained.
Section I: Criterion C

The Proden Center for Industry and Technology agrees to:
1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
3. Facilitate agreements with post-secondary education partners regarding the earning and transfer of college credit.
4. Establish and facilitate a FIRST Advisory Council and career cluster councils.
5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Assure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Programs, Commonwealth Scholars Course of Study, Virginia's Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/implementation council to develop pertinent program goals and objectives.

MOA Timeframe

The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Proden Center for Industry and Technology  
Principal Partner

NAME: Corey McCray  
TITLE: Director  
DATE: 11/9/08  
Signature

CITY OF SUFFOLK  
Partner

NAME: Selena Coffee-Glenn  
TITLE: City Manager  
DATE: April 2, 2008  
Signature
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

In General

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4. School of Public Service (Early Childhood Education, Culinary Arts, Cosmetology)
5. School of Construction Trades (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students' educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

Partner Responsibilities

PARTNER agrees to:

1. Designate a key organization representative to participate on the implementation/advisory board for the above-mentioned project.
2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/visions.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback as regards to program improvement as warranted.
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7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.
Section I: Criterion C

The Pruden Center for Industry and Technology agrees to:

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5. Facilitate program evaluation, data collection and analysis, and reporting.
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8. Assure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Program, Commonwealth Scholars Course of Study, Virginia's Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/implementation council to develop pertinent program goals and objectives.

MOA Timeframe

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Certification of Agreement

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The Pruden Center for Industry and Technology

NAME: Corey McCray
TITLE: Director
DATE: 01/30/08

NAME: Michael P. Grumaus
TITLE: Vice President for Academic & Student Affairs
DATE: 01/30/08

Tidewater Community College
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

In General

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3. School of Automotive Technology (Auto-Service Technology, Auto-Collision Repair)
4. School of Public Service (Early Childhood Education, Culinary Arts, Cosmetology)
5. School of Construction Trades (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students’ educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

Partner Responsibilities

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2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/visions.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trips, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.

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The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
3. Facilitate agreements with post-secondary education partners regarding the earning and transfer of college credits.
4. Establish and facilitate a FIRST Advisory Council and respective School of Career and Technical Education councils.
5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Assure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor’s Exemplary Standards Program Commonwealth Scholars Course of Study, Virginia’s Workplace Readiness SKILLS, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/implementation council to develop pertinent program goals and objectives.

MOA Timeframe

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Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McClay
TITLE: Director

Signature: [Signature]
DATE: 4/1/08

Hampton Roads Partnership

NAME: Con Dan Dickins III
TITLE: CEO

Signature: [Signature]
DATE: 4/1/08
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

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4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trips, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
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5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as liaison to feeder school guidance counselors and administrators.
8. Ensure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor’s Exemplary Standards Program, Commonwealth Scholars Course of Study, Virginia’s Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the local Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/implementation council to develop pertinent program goals and objectives.

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Certification of Agreement

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The Pruden Center for Industry and Technology
Principal Partner
NAME: Corey McCay
TITLE: Director

DATE: 4/9/09

Isle of Wight County Public Schools
Partner
NAME: Reuben A. John
TITLE: Coordinator of Instruction

DATE:
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

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2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/visions.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.
The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state, and local standards.
3. Facilitate agreements with post-secondary education partners regarding the earning and transfer of college credit.
4. Establish and facilitate a FIRST Advisory Council and respective School of Career and Technical Education councils.
5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of new teaching materials and services.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Ensure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor's Executive Standards Program, Commonwealth Enterprises Career Course of Study, Virginia's Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
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12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory implementation council to develop pertinent program goals and objectives.

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Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology
Principal Partner
NAME: Casey McGee
TITLE: Director
Signature
DATE: 4/9/08

Isle of Wight County Public Schools
Partner
NAME: Joanne M. Pizzell
TITLE: Career Technical Teacher
Signature
DATE: April 10, 2008
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

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5. Attend planning/meeting meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
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7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Ensure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor’s Exemplary Standards Program, Commonwealth Scholars Course of Study, Virginia’s Workplace Readiness Skills, and the Technician or Advanced Technical Diploma.
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Certification of Agreement

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The Pruden Center for Industry and Technology
Principal Partner

NAME: Cerry McCreary
TITLE: Director

[Signature]
DATE: 4/1/08

Suffolk Public Schools
Partner

NAME: Gail Boss
TITLE: Coordinator of CTE

[Signature]
DATE: 4/1/08
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

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The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
3. Facilitate agreements with post-secondary education partners regarding the earning and transfer of college credit.
4. Establish and facilitate a FIRST Advisory Council and respective School of Career and Technical Education councils.
5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Ensure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor’s Exemplary Standards Program, Commonwealth Scholars Course of Study, Virginia’s Workplace Readiness Skills, and the Technical or Advanced Technical Diplomas.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators, and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/implementation council to develop pertinent program goals and objectives.

MOA Timeframe

The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director
DATE: 4/9/08

MYMIC LLC
Partner

NAME: Thomas W. Musaglio
TITLE: President
DATE: 4/9/08
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

In General

The Center is a regional CTE center serving Isle of Wight County and the City of Suffolk. The Center is the principal partner in the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy proposal. The Center desires to both reconfigure existing programs to Schools of Career and Technical Education and add additional STEM programs, concentrating in applications of electronic drafting, modeling & simulation, and Geographic Information Systems (GIS). The resulting FIRST Schools of Career and Technical Education would include:

1. School of Information Technology (Oracle, CIW, PC Technology, Modeling & Simulation Program Support Specialist and GIS)
2. School of Health Careers (EMT, Veterinary Assistant, Nurse Aide)
3. School of Automotive Technology (Auto-Service Technology, Auto-Collision Repair)
4. School of Public Service (Early Childhood Education, Culinary Arts, Cosmetology)
5. School of Construction Trades (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students’ educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7–16 program of study.

Partner Responsibilities

PARTNER agrees to:

1. Designate a key organization representative to participate on the implementation/advisory board for the above-referenced project.
2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/visions.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trips, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/meeting meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.
The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
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5. Facilitate program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as liaison to feeder school guidance counselors and administrators.
8. Ensure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor's Exemplary Standards Program, Commonwealth Scholars' Course of Study, Virginia's Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee on Control.
10. actively work with advisory councils, members to identify, implement and maintain resources, facilities, and equipment.
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Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

Isle of Wight Smithfield-Jurisdiction
Chamber of Commerce
Principal Partner

NAME: Corey McCray
TITLE: Director

DATE: 4/9/08

NAME: Carolanne A. Rhodes
TITLE: President

DATE: 4/9/08

Attachment D
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

In General

The Center is a regional CTE center serving Isle of Wight County and the City of Suffolk. The Center is the principal partner in the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy proposal. The Center desires to both reconfigure existing programs to Schools of Career and Technical Education and add additional STEM programs, concentrating in applications of electronic drafting, modeling & simulation, and Geographic Information Systems (GIS). The resulting FIRST Schools of Career and Technical Education would include:

1. School of Information Technology (Oracle, CiW, PC Technology, Modeling & Simulation Program Support Specialist and GIS)
2. School of Health Careers (EMT, Veterinary Assistant, Nurse Aide)
3. School of Automotive Technology (Auto-Service Technology, Auto-Collision Repair)
4. School of Public Service (Early Childhood Education, Culinary Arts, Cosmetology)
5. School of Construction Trades (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students’ educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

Partner Responsibilities

PARTNER agrees to:

1. Designate a key organization representative to participate on the implementation/advisory board for the above-referenced project.
2. Ensure that program content reflects industry standards and leads the program toward realization of established goals and vision.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Mentorship and Guest Speaker Opportunities).
5. Attend planning/implementations meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.
The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
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5. Participate in program evaluation, data collection and analysis, and reporting.
6. Coordinate the development of recruiting materials and activities.
7. Serve as a liaison to feeder school guidance counselors and administrators.
8. Ensure that FIRST programs of study represent well-articulated career pathways that meet the requirements for the Governor’s Externship Standards Program, Commonwealth Scholar’s Course of Study, Virginia’s Workplace Readiness Skills, and the Technical or Advanced Technical Diploma.
9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
10. Actively work with advisory council members to identify, implement and maintain resources, facilities, and equipment.
11. Engage faculty and staff in professional development.
12. Plan and deliver instruction that reflects industry standards.
13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory/implementation council to develop pertinent program goals and objectives.

MOA Timeframe

The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCay
TITLE: Director

Signature
DATE: 4/19/08

Isle of Wight County
Partner

NAME: W. Douglas Cantey
TITLE: County Administrator

Signature
DATE: April 9, 2008
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor's Career and Technical Academy.

In General

The Center is a regional CTE center serving Isle of Wight County and the City of Suffolk. The Center is the principal partner in the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy proposal. The Center desires to both reconfigure existing programs to Schools of Career and Technical Education and add additional STEM programs, concentrating in applications of electronic drafting, modeling & simulation, and Geographic Information Systems (GIS). The resulting FIRST Schools of Career and Technical Education would include:

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3. School of Automotive Technology (Auto-Service Technology, Auto-Collision Repair)
4. School of Public Service (Early Childhood Education, Culinary Arts, Cosmetology)
5. School of Construction Trades (Industrial Welding, Utility/Heavy Construction, Building Trades)

Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students’ educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

Partner Responsibilities

PARTNER agrees to:

1. Designate a key organization representative to participate on the implementation/advisory board for the above-referenced project.
2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/visions.
3. Actively work to identify and procure instructional resources, professional development, facilities and equipment.
4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Membership and Guest Speaker Opportunities).
5. Attend planning/implementation meetings and provide timely feedback as regards to program improvement as warranted.
6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory, and program compliance records are maintained.
Section I: Criterion C

The Pruden Center for Industry and Technology agrees to:

1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
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9. Coordinate all FIRST initiatives with division superintendents, division CTE Coordinators and the Joint Committee for Control.
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13. Maintain accurate student, inventory and program compliance records.
14. Work collaboratively with advisory board to develop pertinent program goals and objectives.

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The MEMORANDUM OF AGREEMENT period of performance shall be from January 30, 2008 through June 30, 2009 and will be extended forward annually unless modified or terminated by a partner.

Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

DATE: 4/9/08

NAME: Mary C. Simpson
TITLE: President, Technical Career Services

DATE: 2/23/08

TOTAL P. 83
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

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Purpose

This collaborative initiative, including contributions from CTE teachers, academic teachers, curriculum specialists, business/industry partners and higher education partners, aims to develop, implement and evaluate CTE programs of study which prepare students for high-wage, high-demand, and high-skill careers. This partnership will uphold the goals of broadening the scope of students' educational experiences and ensuring that programs of study are in alignment with research-based instructional best practices and industry norms, thus ensuring a seamless, integrated 7-16 program of study.

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PARTNER agrees to:

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2. Ensure that program content reflects industry standards and leads the program toward realization of established goals/vision.
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5. Attend planning/meeting/meetings and provide timely feedback in regards to program improvement as warranted.
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The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McDyre
TITLE: Director

Signature:
DATE: 4-9-08

Stu Motor
Partner

NAME: Joe Bonney
TITLE: Director

Signature:
DATE: 4-9-08
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

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The Pruden Center for Industry and Technology

Principal Partner

NAME: Corey McCray
TITLE: Director

Signature: [Signature]

DATE: 4/9/08

Alien Science & Technology

Partner

NAME: Brian Tew
TITLE: Division Manager

Signature: [Signature]

DATE: 3/5/08
MEMORANDUM OF AGREEMENT

PARTNER and The Pruden Center for Industry and Technology (The Center) agree to enter into this Agreement to support the FIRST (Fostering Innovation and Relevance through STEM and Trades) Governor’s Career and Technical Academy.

In General

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4. Assist in identifying and implementing experiences to enhance the instructional program (Work-Based Learning, Field Trip, Focus Seminars, Summer Institutes, Senior Project Mentorship and Speaker Opportunities).
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6. Work collaboratively with program faculty and staff to develop program strategies and achieve program goals and objectives.
7. Assist in the development of dual credit, industry certification, STEM curriculum, and/or employment opportunities for program completers.
8. Ensure that accurate student, inventory and program compliance records are maintained.
SAIC specific responsibilities may include: advisory assistance and services, as well as supporting strategy development, attend meetings, advise on curriculum, and participate in practical exercises for students.

With respect to the services offered, SAIC makes no warranties, expressed or implied, including any implied warranties of merchantability or fitness for any particular purpose. In no event shall either Party be liable to the other for any punitive, exemplary, special, indirect, incidental or consequential damages (including, but not limited to, lost profits, lost revenues, lost business opportunities, loss of use or equipment down time, and loss of or corruption to data) arising out of or relating to this Agreement, regardless of the legal theory under which such damages are sought, and even if the Parties have been advised of the possibility of such damages or loss.

The Pruden Center for Industry and Technologies agrees to:
1. Serve as the Principal Partner and Fiscal Agent to the Virginia Department of Education.
2. Deliver instruction in accordance with national, state and local standards.
3. Facilitate agreements with post-secondary education partners regarding the earning and transfer of college credit.
4. Establish and facilitate a FIRST Advisory Council and career cluster councils.
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MOA Timeframe

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Certification of Agreement

The partners hereto have caused this Memorandum of Agreement to be executed by their duly authorized representatives, effective as of the date set forth below.

The Pruden Center for Industry and Technology
Principal Partner

NAME: Corey McCray
TITLE: Director

Signature
DATE: 4/9/08

Science Applications International Corporation
Partner

NAME: Jason A. Booth
TITLE: Senior Contracts Representative

Signature
DATE: March 4, 2008
Appendix E

Statement of Assurances
Appendix E

Governor’s Career and Technical Academy

STATEMENT OF ASSURANCES

The authorized signature on this page certifies to the Virginia Department of Education that the authorized official assures that:

1. The planning committee has reviewed the provisions of Administrative Procedures for the Establishment of Governor’s Career and Technical Academies outlined in the Guidance Manual and understands that an implementation proposal will need to address these criteria and/or others approved by the Virginia Board of Education.

2. The planning committee agrees to follow the guidelines set forth in the Administrative Procedures for the Establishment of Governor’s Career and Technical Academies document.

3. If the Governor’s Career and Technical Academy will be a jointly operated program, an ongoing governing board will be established or maintained to reflect current Board of Education regulations relative to jointly operated schools and programs.

4. A public, government entity will serve as the grant fiscal agent.

Certification by Authorized or Institutional Official:

The applicant certifies that to the best of his/her knowledge the information provided in this proposal is correct, that the filing of the proposal is duly authorized by the partners participating in this process to establish a Governor’s Career and Technical Academy, and that the applicant will comply with the statement of assurances.

Corey McCray
Typed or Printed Name of Authorized Official

Director – The Pruden Center
Title

Signature of Authorized Official

Date 4/9/08
Appendix F

Fiscal Agent Certification
# Virginia Department of Education

**Governor's Career and Technical Academy**

**Planning Grant Recipient Lead Agency and Fiscal Agent Certification**

**2007-2008**

*Submission of this form is required in order to receive the planning grant funds. The information provided will be used for official communication with the partnership during the planning grant phase of the grant award.*

## Lead Agency (must be a public entity):

The Pruden Center for Industry & Technology (Regional)

## Program Title:

FIRST: Fostering Innovation and Relevance Through STEM and ITMATE

### Primary Partnership Contact Person:

Note: This person will serve as the point of contact for the partnership and will be known as the partnership director.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>E-Mail</th>
<th>Address</th>
<th>Telephone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casey L. McCray</td>
<td>Director (The Pruden Center)</td>
<td><a href="mailto:community@prudencenter.net">community@prudencenter.net</a></td>
<td>4169 Pruden Blvd, Suffolk, VA 23434</td>
<td>757-605-5631</td>
<td>757-605-5630</td>
</tr>
</tbody>
</table>

I, Casey L. McCray, hereby certify that the information on this form is correct and that I am the duly authorized primary contact for the Governor's Career and Technical Academy planning grant. I further certify that I will comply with all requirements of the Commonwealth of Virginia pursuant to carrying out the grant award in accordance to the grant application as approved by the Virginia Department of Education.

### Fiscal Agent Contact Person:

Note: This person must have legal authority to receive the grant funds and administer the funds, under the direction of the partnership director.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>E-Mail</th>
<th>Address</th>
<th>Telephone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suffolk Public Schools, Michael Brinkley</td>
<td>Fiscal Agent for the Regional Pruden Center</td>
<td><a href="mailto:michaelbrinkley@spsk12.net">michaelbrinkley@spsk12.net</a></td>
<td>100 North Main Street, P.O. Box 1529, Suffolk, VA 23439</td>
<td>757-925-6776</td>
<td>757-925-6773</td>
</tr>
</tbody>
</table>

I, Michael Brinkley, hereby certify that the information on this form is correct and that I am the duly authorized fiscal agent for the Governor's Career and Technical Academy planning grant. I further certify that I will comply with all requirements of the Commonwealth of Virginia pursuant to carrying out the grant award in accordance to the grant application as approved by the Virginia Department of Education.

## Signature of Authorized Fiscal Agent:

Superintendent

[Signature]

January 4, 2008

**Please return this form by January 7, 2008, to Elizabeth Russell, Director, Office of Career and Technical Education Services, Virginia Department of Education, P.O. Box 2120, Richmond, VA 23218-2120; E-mail: Elizabeth.Russell@doe.virginia.gov; Telephone: (804) 225-3051; Fax: (804) 371-2456.**
Appendix G

Career Development Plan
FIRST Career Development Plan

Name: _____________________________________________________ Date ________________________

School: _______________________________________________________________________________________

I have researched the following careers:

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Education Required</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

My career choice is: __________________________________________

I have set the following career and educational goals for myself:

<table>
<thead>
<tr>
<th>Short Term Goal(s)</th>
<th>Middle Term Goals(s)</th>
<th>Long Term Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

I will begin to work on employability/occupational skills by pursuing the _______________ Career Pathway.

I will begin to work on my postsecondary education and career goals by pursuing the _______________ Diploma.
I will complete educational requirements and develop job skills through participation in the following activities.

<table>
<thead>
<tr>
<th></th>
<th>Extracurricular/Volunteer Activities</th>
<th>Work-Based Learning and Work Experiences</th>
<th>Education/Training Program of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School (9-10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School (10-12)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/Educational Program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I will enroll in the following courses during my high school career.
I will revisit my plan each year to determine if I am still “on track” or if changes are needed.

_________________________ Check 1    _____________________________ Check 3
_________________________ Check 2    _____________________________ Check 4

Student Signature: _________________________________  Parent Signature _________________________________
I have researched requirements for the postsecondary education program that I prepare to pursue and will track my progress.

<table>
<thead>
<tr>
<th>Entrance Requirements</th>
<th>Met (Date and Grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Appendix H

Programs of Study
### Career Cluster: STEM
### Career Pathway: Engineering and Technology
### Related Industry Certifications Available: See Supplemental Page

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>S.S.</th>
<th>Required Courses or Recommended Electives and/or CTE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Algebra I</td>
<td></td>
<td></td>
<td>Inventions and Innovations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Computer Applications</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Technological Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Foreign Language I</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Keyboarding Applications</td>
</tr>
</tbody>
</table>

### CAREER ASSESSMENT: Administration of a career assessment instrument is appropriate at the middle school level to help students and parents plan for high school (KUDER® or other assessment).

<table>
<thead>
<tr>
<th>Grade</th>
<th>English^5</th>
<th>Math^5</th>
<th>Science^5</th>
<th>S.S.^5</th>
<th>Required Courses or Recommended Electives and/or CTE Courses</th>
<th>Related Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Career Coaching</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>English 9</td>
<td>Geometry</td>
<td>Earth Science</td>
<td>World History</td>
<td>Foreign Language II</td>
<td>Health and PE 9</td>
</tr>
<tr>
<td></td>
<td>English 9 Honors</td>
<td>Geometry Honors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>English 10</td>
<td>Algebra II</td>
<td>Biology</td>
<td>World History II</td>
<td>Foreign Language III</td>
<td>Health and PE 10</td>
</tr>
<tr>
<td></td>
<td>English 10 Honors</td>
<td>Algebra II Honors</td>
<td>Biology Honors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>English 11</td>
<td>Pre-Calculus</td>
<td>Biology AP Dual-Credit (Bio 101/102)</td>
<td>US History</td>
<td></td>
<td>Modeling and Simulation Support Specialist I (3 credits)</td>
</tr>
<tr>
<td></td>
<td>English 11 Honors</td>
<td>or Chemistry or Chemistry Dual-Credit (Chem 111/112)</td>
<td></td>
<td>US History Dual-Credit (His 121/122)</td>
<td>US History AP</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>English</td>
<td>Math</td>
<td>Science</td>
<td>S.S.</td>
<td>Required Courses or Recommended Electives and/or CTE Courses</td>
<td></td>
</tr>
<tr>
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<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>English 12</td>
<td>Calculus Dual-Credit (Math 273/274)</td>
<td>Physics or Chemistry</td>
<td>US/VA Government</td>
<td>Modeling and Simulation Support Specialist II (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 12 Honors</td>
<td>Calculus AP</td>
<td>Dual-Credit (Chem. 111/112)</td>
<td>US Government AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 12 Dual-Credit (Eng 111/112)</td>
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</table>

### Postsecondary Placement Assessments (Reading, Writing, and Math)

<table>
<thead>
<tr>
<th>POSTSECONDARY Community College Career Placement</th>
<th>Year 1 1st Semester</th>
<th>Year 1 2nd Semester</th>
<th>Year 2 1st Semester</th>
<th>Year 2 2nd Semester</th>
<th>University/College: Tidewater Community College (Baccalaureate Transfer Program is available at Old Dominion University.)</th>
<th>Degree or Major: Associate of Applied Science Degree: Technical Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSTSECONDARY Community College Career Placement</td>
<td>College Composition I - Eng 111</td>
<td>Intro to Computer Applications – ITE 115</td>
<td>Unix I – ITN 171</td>
<td>Software Design – ITP 100</td>
<td>Pre-Calculus I – MTH 163</td>
<td>Required Course</td>
</tr>
<tr>
<td>Year 1 2nd Semester</td>
<td>Systems Analysis and Design – ITP 251</td>
<td>Modeling and Simulation Protocols – ITP 293</td>
<td>Cooperative Education in ITP – ITP 297</td>
<td>Approved IT Elective</td>
<td>Social Science Elective</td>
<td>Dual Credit or Articulated Course (HS to 4-year)</td>
</tr>
<tr>
<td>Year 2 1st Semester</td>
<td>Modeling and Simulation Applications – ITP 293</td>
<td>Cooperative Education in ITP – ITP 297</td>
<td>Preparation for Employment – SDV 106</td>
<td>Health/PE</td>
<td>Humanities Elective</td>
<td></td>
</tr>
<tr>
<td>Year 2 2nd Semester</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Social Science Elective</td>
<td></td>
</tr>
</tbody>
</table>

## CAREER PATHWAY SUPPLEMENTAL INFORMATION

<table>
<thead>
<tr>
<th>Industry Certifications available upon completion of identified courses</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IC3</td>
<td>Computer Applications 6611</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOS</td>
<td>Computer Applications 6611</td>
<td>Keyboarding Applications 6152</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certified SolidWorks Professional (SolidWorks Corporation)</td>
<td>Modeling and Simulation Program Support Specialist I and II</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### CAREER PATHWAY SUPPLEMENTAL INFORMATION

**TOPIC: Work-Based Learning (Mentoring, Internships, Job Shadowing, and Service Learning)**

| **JOB SHADOWING** | Job shadowing is a short-term, career-exploration form of work site experience in which the student “shadows” (follows) a competent worker for a brief period of time. Job shadowing usually is the first form of work site assignment given to students and is less intensive than mentoring, internship, and service learning. |
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| **INTERNSHIP** | An internship is a planned, progressive, structured educational activity or program that enables students to practice and develop career-related skills in a real workplace environment. An internship is more complex than job shadowing and mentoring when they are offered as separate programs. |
### Career Cluster: Information Technology
### Career Pathway: Interactive Media
### Related Industry Certifications Available: See Supplemental Page

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>S.S.</th>
<th>Required Courses or Recommended Electives and/or CTE Courses</th>
</tr>
</thead>
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<td>Middle School</td>
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<td></td>
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</tbody>
</table>

**ASSESSMENT:** Administration of a career assessment instrument is appropriate at the middle school level to help students and their parents plan for high school (KUDER® or other assessment).

<table>
<thead>
<tr>
<th>Grade</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
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<th>Required Courses or Recommended Electives and/or CTE Courses</th>
<th>Related Careers</th>
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<tbody>
<tr>
<td>9</td>
<td>English 9</td>
<td>Geometry</td>
<td>Earth Science</td>
<td>World History</td>
<td>Foreign Language II</td>
<td>Health and PE 9</td>
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<td></td>
<td>English 9 Honors</td>
<td>Geometry Honors</td>
<td></td>
<td></td>
<td>Foreign Language III</td>
<td>Health and PE 10</td>
</tr>
<tr>
<td>10</td>
<td>English 10</td>
<td>Algebra II</td>
<td>Biology</td>
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<td>World History II Honors</td>
<td>Foreign Language III</td>
<td>Health and PE 10</td>
</tr>
<tr>
<td>11</td>
<td>English 11</td>
<td>Pre-Calculus Dual Credit (Math 163/164)</td>
<td>Biology AP/Dual-Credit (Bio 101/102) or Chemistry</td>
<td>US History</td>
<td>US History Dual-Credit (His 121/122) US History AP</td>
<td>Geospatial Technology I</td>
</tr>
<tr>
<td>Grade</td>
<td>English&lt;sup&gt;5&lt;/sup&gt;</td>
<td>Math&lt;sup&gt;5&lt;/sup&gt;</td>
<td>Science&lt;sup&gt;5&lt;/sup&gt;</td>
<td>S.S. &lt;sup&gt;5&lt;/sup&gt;</td>
<td>Required Courses or Recommended Electives and/or CTE Courses</td>
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<tr>
<td>12</td>
<td>English 12</td>
<td>Calculus Dual-Credit (Math 273/274)</td>
<td>Physics or Chemistry</td>
<td>US/VA Government</td>
<td>Communications Systems</td>
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<td></td>
<td>English 12 Honors</td>
<td>Calculus AP</td>
<td>Chemistry Dual-Credit (Chem. 111/112)</td>
<td>US Government AP</td>
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<tr>
<td></td>
<td>English 12 AP</td>
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</table>

**POSTSECONDARY Community College Career Placement**

**Option 1: Baccalaureate Transfer Program – Geography/Certificate in GIScience is available at Old Dominion University.**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester</th>
<th>1&lt;sup&gt;st&lt;/sup&gt;</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Composition I - Eng 111</td>
<td>Intro to Computer Applications – ITE 115</td>
<td>History Elective</td>
<td>College Success Skills – SDV 100</td>
</tr>
<tr>
<td>College Composition II – Eng. 112</td>
<td>History Elective</td>
<td>Statistics – MTH 240</td>
<td>Principles of Public Speaking – SPD 100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities/Social Science Elective</td>
<td>Foreign Language</td>
<td>Lab Science</td>
</tr>
<tr>
<td>Humanities/Social Science Elective</td>
<td>Foreign Language</td>
<td>Lab Science</td>
</tr>
</tbody>
</table>

**University/College:** Tidewater Community College (Baccalaureate Transfer Program – Geography/Certificate in GIScience is available at Old Dominion University.)

**Degree or Major:** Associate of Arts: Liberal Arts

**Key**

- **Dual Credit or Articulated course (HS to CC)**
- **Dual Credit or Articulated Course (HS to 4-year)**


<table>
<thead>
<tr>
<th>POSTSECONDARY Community College Career Placement</th>
<th>Year 1 1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>Year 1 2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
<th>Year 2 1&lt;sup&gt;st&lt;/sup&gt; Semester</th>
<th>Year 2 2&lt;sup&gt;nd&lt;/sup&gt; Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topographic Drafting – CIV 116</td>
<td>Surveying I – CIV 171</td>
<td>Geographic Information Systems I</td>
<td>Pre-Calculus I – MTH 163</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University/College: Tidewater Community College</th>
<th>Degree or Major: Career Studies: Land Surveying</th>
<th>Required Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-year Institution</td>
<td></td>
<td>Dual Credit or Articulated course (HS to CC)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dual Credit or Articulated Course (CC to 4-year)</td>
</tr>
</tbody>
</table>
CAREER PATHWAY SUPPLEMENTAL INFORMATION

<table>
<thead>
<tr>
<th>Industry Certifications available upon completion of identified courses</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>IC3</td>
<td>Computer Applications 6611</td>
<td></td>
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</tr>
<tr>
<td>MOS</td>
<td>Computer Applications 6611</td>
<td>Keyboarding Applications 6152</td>
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<tr>
<td>ArcGIS Desktop</td>
<td>Geospatial Technology I 8243</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
## CAREER PATHWAY SUPPLEMENTAL INFORMATION

**TOPIC: Work-Based Learning (Mentoring, Internships, Job Shadowing, and Service Learning)**

| **JOB SHADOWING** | Job shadowing is a short-term, career-exploration form of work site experience in which the student “shadows” (follows) a competent worker for a brief period of time. Job shadowing usually is the first form of work site assignment given to students and is less intensive than mentoring, internship, and service learning. |
| **MENTORING**    | Mentoring is a relationship between an experienced person (the mentor) and a less experienced person, such as a student (the mentee), in which the mentor provides guidance, support, feedback and skill instruction to the mentee. School-coordinated mentoring is more complex than job shadowing but tends to be less demanding and possibly shorter in duration than an internship or service learning. |
Appendix I

Exemplary Standards Program Certification
Certification of Intent for Program Participation

Governor's Exemplary Standards Award Program

Background:
The Pruden Center for Industry and Technology administration, staff and stakeholders plan to take necessary measures to move the organization and each of its programs toward "Exemplary Status." During the school-year 2005-2006, staff members put together program area notebooks displaying documentation of progress in regards to the Exemplary Standards Award Program for CTE. The notebooks were reviewed by a collaborative task force of business/industry, government and educational partners in an effort to ensure continuous improvement of the quality of individual CTE programs and to ensure that programs were meeting the expectations of higher education and business. Staff members, after receiving ratings and feedback, composed a Program Improvement Plan outlining steps to be taken toward improving areas of deficiency. Progress is being monitored toward goals and progress will be evaluated as a component of the annual teacher evaluation process. As a component of The Pruden Center for Industry and Technology instructional program, the FIRST Governor’s Career and Technical Academy will additionally participate in the Governor’s Exemplary Standards Award Program for CTE.

Certification:
As certified by the signature of the authorized representative of the FIRST Governor’s Career and Technical Academy Planning Committee, The Pruden Center for Industry and Technology will participate in the Governor’s Exemplary Standards Award Program.

[Signature]
Authorized Representative

[Date]

Title
Appendix J
Documentation of Insurance
Appendix J

Appendix L

Virginia Municipal Self Insurance Association
Virginia Municipal Liability Pool

2007-08 Renewal Cover Page to Member Agreement

Pruden Center for Industry and Technology

MEMBER # 43

1. Coverages and Limits of Liability

[X] Local Government Liability

Each Occurrence Limit: $1,000,000
Damages to Premises Related to You: $100,000
Medical Expense Limit: $10,000

[X] No Fault Property Damage: $10,000
[D] Deductible: $100

[X] Automobile Liability

Combined Single Limit: $1,000,000

[D] Deductible: $250

[X] Uninsured Motorists: $25,000/$50,000/$20,000

[X] Automobile Medical Payments: $10,000

[X] No Fault Property Damage: $10,000

[X] Automobile Physical Damage

Comprehensive: Actual Cash Value per vehicle per schedule
Collision: Actual Cash Value per vehicle per schedule
Deductible/Comprehensive: $100
Deductible/Collision: $250

[X] Excess Liability: $3,000,000

Local Government Liability is on a "occurrence" basis for all claims that occur and are reported during the period from July 1, 2007 to July 1, 2008 subject to the Coverage Forms.

Automobile Liability and Automobile Physical Damage are on an "occurrence basis" for all occurrences from July 1, 2007 to July 1, 2008 subject to the Coverage Forms.

Excess Liability, if checked, for the period July 1, 2007 to July 1, 2008 subject to the Coverage Forms.

With respect to Local Government Liability and Automobile Liability the Pool will retain coverage on $1,000,000 per occurrence on each line of coverage subject to a Pool retention of $1,000,000. Excess Coverage is 100% reinsured to the extent it is selected by the member and reflected here. Automobile physical damage coverage is reinsured excess of $150,000. The limit of the reinsurance is the replacement cost of the vehicle.
Attachment D

[X] Property Coverage
[X] Boiler and Machinery Coverage
[X] Fidelity-Crime-Surety Coverage

Property Coverage and Boiler and Machinery Coverage, if checked, are provided for all occurrences from July 1, 2007 to July 1, 2008, pursuant to the attached Declaration Page, member agreement and coverage forms.

For the period of July 1, 2007 to July 1, 2008 Property Coverage reinsurance is purchased excess of a $500,000 retention on a per occurrence basis. The windstorm occurrence limit is $1,000,000. Boiler and Machinery Coverage is reinsured with a $255,000 retention.

Fidelity, crime and surety coverage will be a part of the VMIP. This coverage is reinsured with a $390,000 retention.

II. Contribution

$21,386 due July 1, 2007. See Declaration Page attached to Coverage Forms for contributions by individual coverage lines. The contribution was determined based on actuarily approved rates. If in the event of a deficit in the Pool's fund, additional assessments may be imposed by the Members' Supervisory Board.

III. Servicing Company
Virginia Municipal League.

IV. Virginia Insurance Guaranty Association
A local government group self-insurance pool is not protected by the Virginia Insurance Guaranty Association against default due to insolvency. In the event of insolvency, members and persons filing claims against members may be unable to collect any amount owed to them by the Pool regardless of the terms of the member agreement. In the event the Pool is in a deficit position, a member may be liable for any and all unpaid claims against such member.

V. Rejection of Higher Uninsured Motorists Limits of Coverage
The Member has read this "Renewal Coverage to Member Agreement", the Business Automobile Policy of Insurance and the Business Automobile Coverage - Renewal Declaration. The Member acknowledges that it is possible to purchase Uninsured Motorists Coverage at limits equal to your policy's Liability Coverage limits unless the Member rejects these higher limits of Uninsured Motorists Coverage and/or Uninsured Motorists Coverage and selects lower limits as described below.

If your policy's Liability Coverage Limit(s) exceeds the minimum limits required by Virginia law of (1) split limits of $25,000 for each person subject to $50,000 for each accident with respect to bodily injury, and $20,000 for each accident with respect to property damage, or (2) a combined single limit of $70,000 for each accident, you may reject Uninsured Motorists Coverage Limit(s) equal to your policy's Liability Coverage Limit(s) and select lower Limit(s) of Uninsured Motorists Coverage. However, you may not select Uninsured Motorists Limit(s) less than the minimum Liability Coverage Limit(s) required by Virginia law.
The Member hereby selects Uninsured Motorist and/or Underinsured Motorist Coverage in the limits equal to the Member's Liability Coverage Limits stated in the Renewal Cover Page to Member Agreement, the Business Auto Policy, and/or the Business Automobile Coverage Renewal Declarations, and hereby selects the lower Limits of Uninsured Motorist and/or Underinsured Motorist Coverage set forth in the Renewal Cover Page to Member Agreement, the Business Auto Policy, and/or the Business Automobile Coverage Renewal Declarations.

[Signature of Authorized Member Representative]

[Date]

[1/20/09]
Appendix K
FIRST Academy Implementation Budget
GOVERNOR’S CAREER AND TECHNICAL ACADEMY

ESTIMATED IMPLEMENTATION BUDGET

Implementation funds will be available from date of the Board of Education’s approval as a Governor’s Career and Technical Academy to June 30, 2009, for implementation of an Academy during the 2008-2009 academic year.

<table>
<thead>
<tr>
<th>A. Direct Costs</th>
<th>Grant Funds (May not exceed $100,000 total)</th>
<th>State Funds</th>
<th>Perkins Funds</th>
<th>Other Funds (Describe Source in Budget Narrative)</th>
<th>In-Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personnel---1000</td>
<td>0</td>
<td>*</td>
<td>52,000</td>
<td>9,000</td>
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<td>2. Employee Benefits---2000</td>
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<td>3. Purchased/Contractual Services---3000</td>
<td>40,000</td>
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<td>4. Internal Services---4000</td>
<td>4,000</td>
<td>*</td>
<td></td>
<td>4,500</td>
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<tr>
<td>5. Staff Development---5000</td>
<td>8,000</td>
<td>*</td>
<td></td>
<td>5,000</td>
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</tr>
<tr>
<td>6. Summer Component Activities---5000</td>
<td>10,000</td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Travel---5000</td>
<td>7,000</td>
<td>*</td>
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<td></td>
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<tr>
<td>8. Contractual Services---5000</td>
<td>10,000</td>
<td>*</td>
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<tr>
<td>9. Materials and Supplies---6000</td>
<td>21,000</td>
<td>*</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10. Equipment---8000</td>
<td></td>
<td>** 29,500</td>
<td></td>
<td>** 7,000</td>
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<tr>
<td>11. Facilities---8000</td>
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<td>*</td>
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<td>18,000</td>
<td>32,000</td>
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</table>

B. Indirect Costs

<table>
<thead>
<tr>
<th></th>
<th>Grant Funds</th>
<th>State Funds</th>
<th>Perkins Funds</th>
<th>Other Funds (Describe Source in Budget Narrative)</th>
<th>In-Kind</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100,000</td>
<td>29,500</td>
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<td>83,928</td>
<td>50,500</td>
</tr>
</tbody>
</table>

*The Pruden Center is a regional center. Each participating division pays a percentage of the operating budget based on enrollment and Capital outlay based on ownership. Perkins funds are received by owning divisions and are included in each divisions annual funding but are not specifically earmarked as Perkins funds.

** Equipment funds designated include $26,000 state technology funds, $3,500 state equipment funds, and $7,000 required local match for state equipment funds.